DOCUMENT RESUME

ED 171 874 AA 001 067

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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, *Annotated Bibliographies, *Documentation, Education, Educational Research, *Educational Resources, Indexes (Locaters), *Information Dissemination, *Instructional Materials, Literature Reviews, Periodicals, Resource Guides, Technical Reports
Identifiers-ERIC, *Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This Special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 171 875 CE 016 256

Mustaffa-Kedah, Omar, Ed.

Literacy and Adult Education: The Arab Experience with Particular Reference to Iraq.

International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-77
Note-191p.; Not available in hard copy due to light and broken type
Available from-International Institute for Adult Literacy Methods, P.O. Box 1555, Teheran, Iran ($2.00, plus $1.50 airmail postage charges)
Journal Cit-Literacy Discussion; v8 n3 Entire Issue Autumn 1977
Pub Type- Opinion Papers (120) - Collected Works - Serials (022) - Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education, Adult Education, *Adult Literacy, *Arabs, *Change Strategies, Curriculum Planning, Developing Nations, Educational Planning, Educational Policy, *Literacy Education, National Programs, *Program Development, Staff Improvement, Teacher Education, Teacher Recruitment, Textbook Standards
Identifiers-Arab Literacy Strategy, *Iraq, Third Alexandria Conference

This issue of Literacy Discussion explains the joint Arab strategy for illiteracy eradication and reviews Iraq's particular situation. The first of six articles traces literacy development in the Arab World leading up to the adoption of the Arab Literacy strategy at the 1976 Third Alexandria Conference in Baghdad, Iraq. It also presents information drawn from a literacy survey of Arab countries covering the period from 1970-74. The second article describes the Arab Literacy Strategy which includes analyzing the situation, defining objectives, reviewing principles and trends, and proposing implementation procedures. The third article, from the secretariat general, reviews the early steps in illiteracy eradication beginning in 1922 and continuing up to and following Iraq's 1968 revolution. Papers 4-6 are presented by the educational planning division of the ministry of education. Article 4 concerns staff recruitment and training, and it emphasizes linking staff development efforts to a long-term plan for adult and non-formal education. The final articles discuss the status, development, and selection of curricula and textbooks for Iraq's national campaign against illiteracy. A resume is present in French, Spanish, and Arabic. The issue concludes with reviews, responses, and discussion on (1) the use of radio in adult literacy education and (2) adult education and individual modernity. (CSS)

Heyerdahl, Lawrence And Others
IVTC, BCSC, IUPUI-Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation.
Bartholomew Consolidated School Corp., Columbus, Ind.; EPIC, Inc., Tallahassee, Fla.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Jun 78
Note-191p.; Parts of appendix may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Community Cooperation, Community Leaders, Comparative Analysis, Educational Finance, Elementary Secondary Education, Employment Projections, Enrollment Projections, Feasibility Studies, Higher Education, *Institutional Characteristics, *Interagency Cooperation, *Interagency Coordination, Operations Research, Postsecondary Education, Program Coordination, *Program Planning, School Industry Relationship, Vocational Education
Identifiers-Bartholomew Consolidated School Corporation IN, Indiana, *Indiana (Columbus), Indiana Vocational Technical College Columbus, Purdue University IN

A study was conducted to identify and clarify the stated missions, goals, and relationships of three institutions (Bartholomew Consolidated School Corporation (BCSC), Indiana Vocational Technical College (IVTC), and the Indiana University-Purdue University Indianapolis Campus (IUPUI)) to each other and the Columbus community to determine the potential for cooperative efforts in managing resources. Based on data obtained from the institutions, business and industry leaders, and representatives of the community, some conclusions were (1) the institutions have central threads of agreement in their missions and broad goals; (2) many programs/courses appear to be duplicates; (3) the institutions do not serve exactly the same geographical areas; (4) each institution projects a need in the late 1970's and early 1980's for additional facilities; and (5) the institutions appear to have functional and flexible organizational structures that encourage coordination and cooperation. On the basis of the findings recommendations were developed for five phases. The phase 1 recommendation is to have the institution cooperate with business, industry, and community representatives to develop a community education council for joint planning. A phase 2 recommendation is for the institutions to continue developing a cooperative program of sharing learning resources. (Appendixes include DCSC, IVTC, and IUPUI programs and enrollment information and profiles of Indiana economic regions 10, 11, and 12. (CSS)

ED 171 877 CE 017 384

Arnold, Don H. Wysong, Richard M.

An Approach to Identifying Local Employment Opportunities for Local High School Graduates. Final Report.

Wawasee Area Vocational Cooperative, Syracuse, Ind.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Aug 78

Note-59p.; Not available in hard copy due to reproducibility problems

Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Opportunities, Employer Attitudes, Employment, *Employment Opportunities, Employment Projections, Instructional Materials, *Job Application, Job Market, Job Search Methods, Learning Activities, Manpower Needs, *Occupational Guidance, Occupational Surveys, Secondary Education, Vocational Education

Because most high school counselors have not had the opportunity to explore job opportunities in their own community, this project's purpose was (1) to provide the counselor with first hand information concerning the various job opportunities available to students in their own community; (2) to implement programs in the schools of the vocational school cooperative; and (3) to follow up the previous year's graduating class with a prepared instrument to improve curriculum and program offerings. A survey instrument was used to collect data from over one hundred fifty businesses in three school districts. A vocational guidance advisory committee assisted with project development and evaluation. A follow up survey was sent to the previous year's graduates to test a state-prepared instrument and to develop a procedure to follow up school leavers. Employers listed the following comments on how the school could better prepare graduates for work: students need better attitudes toward work, more job seeking skills, more pride in work, more dependability and willingness to work, and more communication skills; teachers should be more informed about the needs of the community; and teachers should work in industry in the summer. (LRA)

ED 171 878 CE 017 393

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Report No.-DVE.1/78.150
Pub Date-Jan 78
Note-185p.
Available from-Dissemination/Diffusion Section, Division of Vocational Education, Department of Education, Tallahassee, Florida 32304
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Change Strategies, Delivery Systems, *Diffusion, Educational Assessment, Educational Change, Educational Innovation, *Educational Methods, *Information Dissemination, *Instructional Materials, *Vocational Education
Identifiers-*Impact Analysis, *Vocational Technical Consortium States

This dissemination and diffusion handbook for the Florida State Department Division of Vocational Education is divided into ten chapters. Chapter 1 describes the functions of the dissemination and diffusion (D&D) section of the division of vocational education. Identifying the procedures and processes to be followed, chapter 2 focuses on the dissemination unit which is responsible for distributing new as well as established products. Chapter 3 presents and explains a model illustrating the publication request process for educational materials. Chapter 4 describes the functions of the D&D acquisitions and processing unit. Chapter 5 focuses on the diffusion unit which is primarily concerned with educational change; a model illustrating the diffusion process is presented and explained in detail in this chapter, and various diffusion strategies are presented in chapter 6. The role of the regional D&D consultant is defined in chapter 7. The activities involved in the dissemination and diffusion of V-TECS (Vocational-Technical Education Consortium of States) products are described in chapter 8, and dissemination and diffusion activities for career education are presented in chapter 9. Finally, chapter 10 describes the theoretical and research foundation of Impact Assessment, its relation to the basic D&D model, the basic questions that Impact Assessment answers, and the available methodologies and types of reports. Impact Assessment tools and examples of Impact Assessment reports are appended. (BM)

ED 171 879 CE 017 394

Instruments for Middle/Junior High Students. Educational Progress in Careers.

EPIC, Inc., Tallahassee, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-Jan 77

Note-37p.; For related documents see CE 017 393-400 and CE 017 406

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, *Career Education, Career Planning, *Community Education, *Economic Education, *Educational Assessment, *Educational Needs, Intermediate Grades, Junior High Schools, Occupational Information, School Attitudes, *Student Attitudes

Identifiers-Educational Progress in Careers, Florida

Designed for use with middle and junior high school students, this booklet contains ten instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida schools. The instruments included in this document are Attitudes Toward School; Worker Titles; Education and Training Preparation; Knowledge of the Economic System; Career Planning Activities Checklist; Communications about Careers; Knowledge about a Career; Knowledge of General Career Information; Considering Careers; and Considering Courses for Careers. A student critique of these instruments is also included. Each instrument has a set of student instructions and an answer sheet. (A User's Manual for the complete battery of EPIC instruments is also available in ERIC as CE 017 395). (BM)

ED 171 880 CE 017 395

User's Manual. Educational Progress in Careers.
EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Jan 77
Note-90p.; For related documents see CE 017 393-400 and CE 017 406 ; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Community Education, *Community Involvement, Data Analysis, Data Collection, *Economic Education, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Guidelines, Program Planning, Surveys, Test Interpretation
Identifiers-Educational Progress in Careers, *Florida

Divided into six chapters, this user's manual accompanies a battery of tests developed by the Educational Progress in Careers (EPIC) project which was organized to develop and validate a system for evaluating career, economic, and community education projects in Florida schools. Chapter 1 presents an action checklist of steps to be followed by local personnel in planning and implementing the EPIC evaluation system. Chapter 2 describes the project organization, purposes of EPIC, the ten components of career/ economic/ and community education, the instrument battery, instrument reliability and validation procedures, and other related topics. Chapter 3 provides guidelines for selecting the evaluation coordinator and the evaluation committee. Finally, chapters 4 through 6 provide guidelines for planning the evaluation, conducting the data collections, and using the results. Additional information concerning interpretation of results and uses of the instruments is appended. (See CE 017 406 for a full description of EPIC project activities and instrument validation.) (BM)

Instruments for Teachers. Educational Progress in Careers.

EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Mar 77
Note-10p.; For related documents see CE 017 393-400 and CE 017 406
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Community Education, *Economic Education, *Educational Assessment, *Educational Needs, Elementary Secondary Education, *Teacher Attitudes
Identifiers-Educational Progress in Careers, Florida

Designed to survey teachers, this questionnaire was developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instrument surveys the teachers' knowledge of the economic system, occupations, and employment and entry skills. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM)

ED 171 882 CE 017 397

Instruments for Administrators. Educational Progress in Careers.
EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Mar 77
Note-25p.; For related documents see CE 017 393-400 and CE 017 406
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Career Education, *Community Education, *Economic Education, *Educational Assessment, *Educational Needs, Elementary Secondary Education
Identifiers-Educational Progress in Careers, Florida

Designed for school administrators, this booklet contains four instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instruments included in this document are intended to survey (1) career education directors, (2) placement/follow-up directors, (3) school coordinators, and (4) community education directors. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM)

Instruments for Parents. Educational Progress in Careers.
EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Mar 77
Note-10p.; For related documents see CE 017 393-400 and CE 017 406
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Community Education, Community Involvement, *Economic Education, *Educational Assessment, *Educational Needs, Elementary Secondary Education, *Parent Attitudes
Identifiers-Educational Progress in Careers, Florida

Designed to survey parent and community members, this instrument was developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instrument is divided into the following parts: (a) community attitudes; (b) community facility and program needs; and (c) course offerings. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM)

ED 171 884 CE 017 399

Instruments for Elementary Students. Educational Progress in Careers.
EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Jan 77
Note-17p.; For related documents see CE 017 393-400 and CE 017 406
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, *Community Education, *Economic Education, *Educational Assessment, *Educational Needs, Elementary Education, Occupational Information, School Attitudes, *Student Attitudes
Identifiers-Educational Progress in Careers, Florida

Designed for use with elementary students, this booklet contains four instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida schools. The instruments included in the document are: Attitudes Toward School and Careers; Worker Titles; Workers in Different Industries; and Knowledge of the Economic System. Each instrument has a set of student instructions, and an answer sheet is provided. (A User's Manual for the complete battery of EPIC instruments is also available in ERIC as CE 017 395). (BM)

Instruments for Senior High Students. Educational Progress in Careers.

EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Jan 77
Note-65p.; For related documents see CE 017 393-399 and CE 017 406
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, Career Planning, *Community Education, *Economic Education, *Educational Assessment, *Educational Needs, Job Skills, Occupational Information, School Attitudes, Secondary Education, *Student Attitudes
Identifiers-Educational Progress in Careers, Florida

Designed for use with senior high students, this booklet contains fourteen instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instruments included in this document are: Attitudes toward School; Worker Titles; Education and Training Preparation; Knowledge of the Economic System; Education/Training/Licensing/and Union Requirements of Jobs; What Workers Do on the Job; Career Planning Activities Checklist; Communications about Careers; Knowledge About Careers; Knowledge of General Career Information; Considering Careers; Considering Courses for Careers; Knowledge About Career Planning; and Inventory of Work Skills. A student critique of these instruments is also included. Each instrument has a set of student instructions, and an answer sheet is provided. (A User's Manual for the complete battery of EPIC instruments, is also available in ERIC as CE 017 395). (BM)

Justiz, Thomas B.
Evaluating Career, Economic, and Community Education Programs. Final Report, July 16, 1974, to June 30, 1 976 EPIC, Inc., Tallahassee, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Note-462p.; For related documents see CE 017 393-400
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Career Education, *Community Education, Community Involvement, Data Collection, *Economic Education, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Parent Attitudes, Student Attitudes, Surveys, Teacher Attitudes, Test Construction, Test Validity
Identifiers-Educational Progress in Careers, Florida

Educational Progress in Careers (EPIC), Inc., was organized (1) to develop and validate a system for evaluating career, economic, and community education projects in Florida schools and to assist educators and school district administrators in assessing the status of career, economic, and community education programs; (2) to develop valid data collection procedures at each educational level (elementary, middle/junior high and senior high); and (3) to develop a method for continually involving business representatives, parents, and educators in this evaluation as members of a local evaluation committee in each Florida school district. The final products of this two-year effort include a battery of evaluation instruments (CE 017 394 and CE 017 396-406) for collecting data from students (grades 2 through adult), staff, administrators, and parents and a set of evaluation guidelines (CE 017 395). Some of the findings are the following: (1) over 50% of all students reported a gain in occupational knowledge and/or career planning as a result of the exposure to the instruments; (2) EPIC instruments which measured the knowledge components of the EPIC battery were able to discriminate between treatment, county, and/or grade groups in twenty-two of thirty-one comparisons; and (3) of the eighteen student performance instruments developed, ten are valid and reliable requiring little or no modifications and seven contain valid and reliable items which require modification of items and/or scoring procedures. (Only one instrument was deleted from the battery.) (BM)

ED 171 887 CE 018 109

Cross, K. Patricia And Others

The Adult Learner. Current Issues in Higher Education.

American Association for Higher Education, Washington, D.C.

Pub Date-78

Note-31p.; Papers presented at the American Association for Higher Education National Conference (1978); For related documents see CE 018 107-110

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036. ($2.00 plus $1.00 handling charge; $12.50 for an entire series of eleven papers)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adult Education Programs, *Adult Learning, *Adult Programs, *Continuous Learning, *Educational Resources, Independent Study, *Individualized Programs, *Nonformal Education

In this group of presentations from the 1978 National Conference on Higher Education, three researchers examine the need for the educational community to become more creatively responsive to the learning needs of adults. K. Patricia Cross delineates the difference between adult education'' and adult learning''. She discusses findings on adult learning behavior patterns and suggests ways that educators can help adults become more self-directed lifelong learners. In Major Learning Efforts,'' Allen Tough describes the pervasiveness of individual learning efforts that are undertaken without the assistance of an instructor. He outlines research and practices that would enable educators to assist a society of individual learners in choosing and guiding its learning efforts. In Life Stages and Learning Interests,'' Rita Weathersby combines psychological and social society of research findings with case studies of students, illustrating why the educational community should made its resources adaptable and available to persons at all stages of life. (CT)

ED 171 888 CE 018 497

Institute for Research and Development in Occupational Education. July 1, 1977-June 30, 1978. Annual Report No. 7.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No.-CASE-10-78

Pub Date-Sep 78

Note-70p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Development, Counselor Role, Counselor Training, Educational Counseling, Educational Research, Equal Education, Females, *Handicapped Students, Occupational Guidance, *Research and Development Centers, *Research Projects, Staff Improvement, Vocational Counseling, *Vocational Education, *Womens Education

Identifiers-*Institute Research Development Occupational Educ, New York

The overview of this annual report emphasizes some of the major projects completed by the Institute for Research and Development in Occupational Education, in particular a pre-admissions counseling project for mature adult women, a project entitled College and Industry - Partners in the Handicapped Employment Role,'' and a project incorporating two-way television. The largest section, Section II, summarizes eighteen grants and projects, including those dealing with planning a career path workshop for female high school students, sex differences in cooperative education, inservice training of community college counselors, handicapped employment, training career counselors for handicapped high school students, sex role values in career decision making, games for achieving mandated equality in schools, a study of job placement for the educable mentally retarded, enhancing potential for women in science, and staff professionalization in occupational education. Section III discusses in-house projects, such as staff development activities for urban vocational directors, an administrative handbook for occupational directors, and various workshops. Section IV covers services such as workshops and presentations. Section V briefly discusses contracted services such as the review of agency proposals and development of evaluations for them. Appended are samples of correspondence, publicity, and workshop programs. (LMS)

ED 171 889 CE 018 500

Improving State Vocational Education Planning. A Manual for Developing State Plans. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0056
Note-40p.; Not available in hard copy due to broken print in the original document; For a related document see ED 164 798
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Planning, Formative Evaluation, Manuals, *Material Development, Postsecondary Education, Program Evaluation, Program Planning, Secondary Education, *Statewide Planning, *Summative Evaluation, *Vocational Education

This report describes the development and effectiveness of a manual created for use in developing state plans for vocational education. The task of developing the manual involved six kinds of activities, including the selection and use of an advisory committee, utilization of a technical review panel, and assessment of the manual. Topics covered in the manual as finally approved include the following: the need to improve state plans for vocational education, the planning process, planning for the preparation and submission of state plans for vocational education, and using employment data in vocational education planning. Pre- and post-tests on the manual's contents were given to two groups of nine persons. One group consisted of staff members from two state divisions of vocational education, while the second was composed of local vocational education directors and planners. The results showed that both groups made significant gains in their knowledge about state plan development after reading the manual. (The appendix comprises three-fourths of this report and includes a list of the project consultants, advisory committee members, and technical advisory panel members; an abstract of the manual's contents; and the pre- and post-test with instructions and answer key. The manual itself is available in ERIC as ED 164 798.) (EM)

ED 171 890 CE 018 661

Stewart, Bob R. And Others

Instructor's Guide to Supervised Occupational Experience Programs for Vocational Agriculture Placement. Missouri Agricultural Education Series. Volume 11, Number 6, June 1978.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date-Jun 78

Note-157p.

Available from-Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65201

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperative Programs, Program Development, Program Improvement, Secondary Education, *Student Experience, *Student Placement, Student Records, *Vocational Agriculture, *Work Experience Programs

Four units of instruction are provided in this curriculum guide designed for vocational agriculture teachers in planning and conducting classes for students with supervised occupational experience (SOE) placement programs. Unit 1 contains three lessons on starting an SOE program. Lesson topics are placement programs to consider, getting started in a placement program, and keeping placement records. Unit 2 provides three lessons on expanding the placement program: placement program up-date, summarizing placement records, and evaluating program success. Unit 5 contains three lessons on starting an agriculture cooperative (co-op) placement program. Lesson topics include co-op placement programs available, making arrangements for a co-op program, and obtaining a co-op placement position. The last unit provides three lessons on improving a co-op placement program. These are on summarizing records, evaluating the placement program, and opportunities in agribusiness as an employee/owner. Each lesson in the units generally includes an outline of the teaching procedure, transparency masters, forms or handouts, and a unit test with answer key. (JH)

ED 171 891 CE 018 662

Stewart, Bob R. And Others

Record Book for Supervised Occupational Experience Programs in Vocational Agriculture Placement. Missouri Agricultural Education Series, Volume 11, Number 3.

Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.; Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date-Jun 78

Note-69p.; Some pages may not reproduce clearly due to colored background

Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Money Management, *Recordkeeping, Secondary Education, *Student Experience, *Vocational Agriculture, *Work Experience Programs

Identifiers-Future Farmers of America

Copies of twelve recordkeeping forms are provided in this record book designed for use by vocational agriculture students in a supervised occupational experience program (SOEP). The forms are organized into three sections: (1) receipts and expenditures (money received, money paid out, cash flow, financial statement, and profit and loss statement); (2) placement (SOEP agreement, placement training agreement, training plan, SOEP summary, and record of show or fair activities); and (3) Future Farmers of America (FFA) leadership (specific accomplishments in FFA and general activities in both FFA and outside FFA). (JH)

World Foods. Fish and Seafood - The Present and Future Use in World Foods.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-HE-34-1
Note-47p.; For related documents see CE 018 668-670 ; Some pages may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Food, *Foods Instruction, *Home Economics, *Nutrition Instruction, *Seafood, Secondary Education

This teacher's guide contains materials to be used in the study of fish and seafood and their contribution in the present and future to feeding the world's people. The guide's one unit provides an overview of the various uses of fish and seafood in various cuisines, their nutritional qualities, their various classifications and forms, and the principles and techniques of fish cookery. The unit contains a list of objectives (e.g., identify the nutritional contributions and advantages of fish), suggested activities for instructor and student, and instructional materials (information sheets, e.g., fish and seafood in cuisines throughout the world), transparency masters (e.g., market forms of fresh fish), assignment sheets (e.g., word scrambles), tests (multiple choice, matching, and essay), and an answer key. The unit also includes a list of reference books, articles, and films. (CT)

ED 171 893 CE 018 668

Hindman, Wanda And Others

World Foods. Can the World Feed Us?

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-HE-33-1
Note-60p.; For related documents see CE 018 667-670 ; Some pages may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Diseases, *Food, Foods Instruction, *Home Economics, *Hunger, *Nutrition Instruction, Secondary Education

This teacher's guide contains resources to facilitate the study of the world food situation in home economics classes. It provides terms, historical elements of famine, and the effects of hunger and dietary deficiency on humans. Brief overviews of the basic factors influencing the world food situation and some of the proposed measures to solve the problems are also presented. The guide contains a list of objectives (e.g., describe seven effects of hunger on humans), suggested activities for instructor and student, and instructional materials (information sheets, e.g., terms and definitions; influences on the world food situation), transparency masters (e.g., food supply-demand balance), assignment sheets (e.g., nutritional deficiencies and diseases), tests (matching and essay), and answer key. The guide also includes a list of reference books and audiovisual materials. (CT)

ED 171 894 CE 018 669

White, Betty F. And Others
World Foods. Good Food, Gift of German Cooking.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-HE-38-I
Note-73p.; For related documents see CE 018 667-670 ; Some pages may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooking Instruction, Food, *Foods Instruction, *Foreign Countries, Foreign Culture, Geography Instruction, Home Economics, Nutrition Instruction, Secondary Education, *Social Studies, *Vocabulary
Identifiers-*Germany

This teacher's guide contains materials to be used in a study of Germany and its cuisine. Unit 1 provides an overview of German geographic, political, economic, social, and cultural characteristics. Unit 2 studies German food habits, nutrition, food preparation, and meal patterns. Each unit contains a list of objectives (e.g., identify the type of climate in Germany; identify three popular German poultry dishes), suggested activities for instructor and student, and instructional materials (objectives, information sheets, transparency masters, and tests multiple choice, matching, identification, and essay), and answer key. Unit 2 also contains a job sheet (making weiner schnitzel or cheese schnitzel) and two assignment sheets (e.g., crossword puzzle). (CT)

ED 171 895 CE 018 670

Calhoun, Helen And Others
World Foods. The Flavor of France.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-HE-31-1
Note-114p.; For related documents see CE 018 667-669 ; Some pages may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooking Instruction, Food, *Foods Instruction, *Foreign Countries, Foreign Culture, Geography Instruction, Home Economics, Nutrition Instruction, Secondary Education, *Social Studies, *Vocabulary
Identifiers-*France

This teacher's guide contains materials to be used in a study of France and its cuisine. Unit 1 provides an overview of French geographic, political, economic, social, and cultural characteristics. Unit 2 studies French food habits, nutrition, food preparation, and meal patterns. Each unit contains a list of objectives (e.g., identify the type of salad preferred by the French; state the predominant religion in France), suggested activities for instructor and student, instructional materials (objectives, information sheets, e.g., vocabulary), transparency masters, assignment sheets, tests (multiple choice, matching, and essay), and answer key. Unit 2 also contains three job sheets (making crepes, omelets, and souffles). (CT)

ED 171 866 CE 018 785

Erasmie, Thord

The Portugal Project: Adult Education in a Socio-economic Perspective. Paper for the Course, Curso sobre Educacao de Adultos.'' Document No. 1.

Linkoping Univ. (Sweden).

Pub Date-Mar 78

Note-50p.; Not available in hard copy due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Comparative Analysis, Comparative Statistics, Developed Nations, Developing Nations, Economic Factors, Educational Benefits, Educational Disadvantagement, Educational Economics, Educational Objectives, Educational Resources, Equal Education, *Quality of Life, *Socioeconomic Influences, *Socioeconomic Status

Identifiers-*Portugal

Education is one of the major problems connected with the economic and social distribution of the total resources of the world. Examples of the educational gap between rich and poor countries can be seen by statistical comparisons between Peru and Czechoslavakia and between Guatemala and Denmark which show how unevenly educational resources are distributed throughout the world. The term socioeconomy'' deals not only with economic values but also with the welfare of the individual. Like education, socioeconomic status depends on the social distribution of resources. The goals for adult education to work in a politically distributive way are as follow: (1) to reach those who lack education or have a bad education, and (2) to raise the socioeconomic status and improve the conditions of life for individuals. Socioeconomic obstacles to prevent the fulfillment of these goals are inherent in demographic and social structure. For adult education to overcome these obstacles it must satisfy criteria on both societal and individualistic levels. In Portugal various regions have different socioeconomic structures which must be studied through interviews, statistical descriptions, and analysis before the proper form of adult education can be recommended

for them. (This paper is the first in a series resulting from research conducted on Portugal by Sweden under a cooperative agreement between the two governments.) (ELC)

ED 171 897 CE 019 458

Sokol, Alvin Paul

Project ICE (Implementing Career Education). St. Louis, Missouri, Public Schools. Final Evaluation Report.

Comprehensive Evaluation Services, Inc., St. Louis, Mo.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Saint Louis Public Schools, Mo.

Pub Date-Feb 77

Grant-G007502293

Note-201p.; Not available in hard copy due to faint and broken type; For related documents see ED 132 284, ED 138 786

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Failure Factors, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, *Program Development, *Program Effectiveness, Program Evaluation, Success Factors, Teacher Workshops

Identifiers-Education Amendments 1974, Missouri (Saint Louis), *Project ICE

A final evaluation (two interim evaluations were previously conducted) was made of Project ICE (Implementing Career Education), which attempted to infuse career education into elementary and secondary school curriculum in St. Louis. While the earlier evaluations concentrated on the elementary level, this third one assessed the program's operation in K-12. Areas studied were as follow: teacher training, curriculum development, community involvement, and student outcomes. Each was judged according to its success in meeting the objectives established for it in the project plan. The evaluators monitored workshops, reviewed curriculum products, conducted surveys, and administered pre- and post-tests. Fifteen target, one pilot, and fifteen non-target schools were involved, with a sample of 2,130 students being tested. It was concluded that (1) fifty-three percent of the project's objectives were met; (2) nearly two-thirds of the objectives not met were student outcomes and the project was weakest in satisfying its objectives in this area; (3) the project was well designed; (4) the inservice training program produced significant results in teachers' knowledge of career education and their attitudes toward the program; (5) classroom infusion, while varying from teacher to teacher, was generally increased; (6) written lessons/units on the high school level were produced for science, math, social studies, and communication skills; and (7) the Community Advisory Council functioned very well, and a community resource guide was published. (ELG)

ED 171 898 CE 019 730

Richardson, E. Clayman, Linda

Attitude of Employers of Fitting and Machining Apprentices towards Apprentices. Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

Spons Agency-Australian Committee on Technical and Further Education, North Ryde (Australia).

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Apprenticeships, *Employer Attitudes, Employer Employee Relationship, Employment Patterns, Employment Qualifications, Industrial Training, Inplant Programs, *Machine Tool Operators, On the Job Training, Postsecondary Education, Released Time, Reports, Research Projects, *School Industry Relationship, Skilled Occupations, *Trade and Industrial Education

Identifiers-Australia, *Australia (Sydney)

As a result of studies on fitting and machining apprentices attitudes toward employers, a study was conducted to obtain the attitudes of a sample of employers toward apprenticeship. Three hundred questionnaires were distributed to employers of fitting and machine students studying at a number of Sydney (Australia) Technical Colleges. An examination of the response pattern on the thirty-five questionnaires that were returned indicated that (1) in contrast to what some technical college teachers believed, most employers did have set policies for selecting apprentices; (2) more than half offered some form of incentive to apprentices to do a high quality job; (3) the majority had a favorable attitude toward technical colleges and would continue to send their apprentices to technical colleges even if the legal requirement was withdrawn; (4) only one-third believed that they were obligated to fully train the apprentice; (5) the majority answered that apprenticeship was the most effective way of training young people for the skilled trades, but only about half believed apprenticeship would train a sufficient number of workers; and (6) half believed the government should finance and control the content of training. (LRA)

ED 171 899 CE 019 831

Ticknor, Duane Lesher, Connie

Implementation Guide for Exploratory Work Experience Program for Small Urban Schools, Grades 7-12.

Lincoln County School District, Oreg

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date-78

Note-53p.; Some pages in this document will not reproduce well due to small print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Education, *Career Exploration, Demonstration Programs, Models, *Rural School Systems, Secondary Education, *Urban Schools, *Work Experience Programs

Identifiers-Oregon

The career/vocational education section of the Oregon Department of Education developed a project to cope with exploratory work experience problems. Three school district models were selected: an urban/semiurban model, a semiurban/rural model, and a rural model. Problems and solutions were presented in three handbooks, and the urban model also produced the Nonpaid Exploratory Work Experience Handbook for Teachers.'' The project provided nonpaid work experiences in varying lengths for students in grades 7-12. Project accomplishments included (1) six junior high school staff and six high school teachers wrote curriculum, developed activities, and taught career education concepts, (2) a planned articulated effort was made in career awareness and exploration between a high school and a seventh and eighth grade, (3) an assessment of community interest and willingness to be involved was made, (4) an exploratory work experience in the family life role area was developed and implemented, and (5) three occupational cluster programs in high school were developed. Appendixes contain an exploratory work experience model, a miniresume form, a record in career education form, a junior high exploration packet, and a high school exploratory work experience packet. (CSS)

ED 171 900 CE 019 972

Sociability, Democratic Responsibility, Work Ethics: Lesson Plans, 1978-1979.

Vanguard Vocational Center, Fremont, Ohio.
Pub Date- Apr 79
Note- 63p.; Not available in hard copy due to light and broken type in the original document
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Codes of Ethics, *Democratic Values, Ethical Instruction, *Ethical Values, *Interpersonal Competence, *Job Skills, Junior High School Students, Secondary Education, Seniors, Skill Development, Social Behavior, Student Responsibility

Three sets of lesson plans for junior and senior grade levels are presented to develop skills in (1) functioning in the social structure, (2) developing a democratic conscience, and (3) formulating personal values of work ethics. The lesson plans are designed to be taught in logical order for developing the hobby clubs concept throughout the school year. In general, the lesson title, objectives, time required, method, and reference point or class activities are provided. There are twenty lesson plans in each set. The sociability'' lesson plans cover such topics as orientation knowing names, meeting people first impressions, and casual conversation remembering names and faces. Hobby club information is also included. The democratic responsibility'' lesson plans are accompanied by twenty companion essays on topics such as Necessity to Help Control our School Society''; Regards for Other Peoples' Feelings and Freedoms''; and Regard for School Property.'' The final set of lessons on work ethics'' examines topics such as work ethics in job housekeeping, job safety, and personal appearance. (CSS)

ED 171 901 CE 020 068

Lewis, James P.

Implementation of Metric Measurement into the Vocational Curriculum of Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-79

Note-75p.; Not available in hard copy due to faint print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, *Inservice Teacher Education, *Metric System, Pilot Projects, Teacher Workshops, *Teaching Techniques, *Vocational Education

To implement metric education in Pennsylvania's vocational curriculum, the following objectives were planned: (1) establish two pilot metric measurement sites; (2) reproduce 150 copies of the 55 metric measurement booklets developed by the National Center for Research in Vocational Education (NCRVE); (3) orient vocational administrators to the curricular implications of metrics and to the administrative support needed for implementation; (4) provide information to teacher educators on metrics and the strategy for the modification of curriculum; (5) prepare trainers who can offer workshops at the local level in the state; (6) conduct local workshops to prepare teachers to use the NCRVE metric materials; and (7) prepare students to use metric measuring devices and terminology in their trade areas. Some of the major outcomes of the project include the following: two metric measurement pilot sites were successfully started and a model program for other vocational schools was adopted; a total of 109 facilitators were successfully trained to teach metric measurement to the vocational teachers; local facilitators successfully trained over 1,200 vocational teachers on how to teach metric measurement to their students; the vocational teachers gave metric measurement instruction to over 17,000 vocational students; and over 7,000 students were able to master the metric measurement material to a level of 80% or better. Further, it is projected that by 1981 the 44 vocational schools and 18 correctional institutions that received funds for metric education will have given instruction to over 30,000 vocational students. (BM)

ED 171 002 CE 020 106

Stead, Floyd L. Hartnett, Richard A.

A Third Party Evaluation of the Appalachian Maryland Experience-Based Career Education Project: 1977-78. Executive Summary.

West Virginia Univ., Morgantown. Office of Educational Research and Field Services.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Nov 78

Grant-J03-76-00231(502)

Note-218p.; Not available in hard copy due to print quality of original document

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Career Education, Career Planning, Community Support, Decision Making Skills, Evaluation Methods, Experiential Learning, Failure Factors, Grade 12, *Program Development, *Program Effectiveness, Secondary Education, *Student Experience, Success Factors, Vocational Followup, Work Experience Programs

To determine the effectiveness of the Appalachian Maryland Experience-Based Career Education (EBCE) Project in meeting its aims and objectives, a third-party evaluation was conducted for 1977-78. Forty students in grade 12 participated in the project, spending four days a week at selected career sites and a day at the EBCE Learning Center receiving instruction from learning coordinators. In order to gather evaluation data, the students, as well as their parents, employers, and EBCE staff members, were interviewed. They were also given pre- and post-tests, including the Career Skills Assessment Program of the College Entrance Examination Board. A follow-up process was used to identify career patterns of first- and second-year project students. Based on the data collected, it was concluded that (1) the project received substantial support from the community; (2) students made significant gains in academic subjects as well as career decision-making and employment-seeking skills; (3) students' motivation level toward school was increased; and (4) the project was well managed, implemented, and publicized. It was recommended that the job sites be analyzed for strengths and weaknesses; feedback about the students be formalized; a full set of academic tests be given on a pre/post test basis; graduate followup be continued; local dissemination be aimed at parents and non-EBCE personnel; and an action plan be formulated for local adoption of the program. (ELG)

Evaluation Design and Reporting in Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 77
Grant-G007604329
Note-67p.; Some pages in this document will not reproduce well due to broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01906-0)
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Educational Assessment, *Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Evaluators, Interviews, Measurement Techniques, *Program Evaluation, Research Design, Research Problems

This document, product of a review of eighty-one final performance and evaluation reports of elementary and secondary career education projects to identify needed improvements in career education program evaluation, has four parts. Part I, a critique of common evaluation practices, covers overall evaluation designs, reporting, questionnaires and interviews, sampling for student impact assessment, research designs, descriptions of evaluated programs, outcome measurement instruments and strategies, and statistical analyses and interpretation. Part II offers solutions to common evaluation problems, first presenting a problem and then suggesting a solution. Part III, addressed specifically to project directors, suggests how to get the most from a third-party evaluation. Part IV presents a checklist and explanation of terms used for reporting results of student outcome studies in career education. The section also applies the checklist to a fourth-grade model program to determine the program's impact on students. (LMS)

ED 171 904 CE 020 145

Jernigan, Joan Shirley Clark, Donald L.

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to be Implemented. Summary Report.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Nov 78

Contract-TEA-89230066

Note-77p.; Not available in hard copy due to small print; For a related document see CE 020 146

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Community Colleges, Educational Research, *Handicapped Students, Policy Formation, *Programing Problems, Program Planning, Task Analysis, *Vocational Education

Identifiers-*Texas

A policy-focus Delphi study was conducted to identify the barriers which prohibit handicapped students from entering or completing vocational technical programs in community colleges in Texas and to identify recommendations and tasks relating to the removal of these barriers. A seventy-two member participant group, which included a nineteen member steering committee, identified 29 tasks which might be implemented or considered for policy formulation by community colleges. These 29 tasks resulted from a content analysis and distillation of the group's 351 recommendations which had evolved from their 198 identified barriers. Fourteen of the 29 tasks correlated with 18 barriers identified by a majoritity (66%) of the participants as being the most severe. Ratios of desirability, feasibility, and cost effectiveness of implementing the tasks were derived and verified by the steering . committee. (The appendix, which is the bulk of the document, lists in tabular format the barriers, recommendations, and ratings of barrier severity and implementation feasibility.) (JH)

ED 171 905 CE 020 146

Jernigan, Joan Shirley Clark, Donald L.

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to Be Implemented. Final Report.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Nov 78

Contract-TEA-89230066

Note-344p.; Not available in paper copy due to small print in original document; For a related document see CE 020 145

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Community Colleges, Educational Research, *Handicapped Students, Policy Formation, *Programing Problems, Program Planning, Task Analysis, *Vocational Education

Identifiers-*Texas

A policy-focus Delphi study was conducted to identify the barriers which prohibit handicapped students from entering or completing vocational technical programs in community colleges in Texas and to identify recommendations and tasks relating to the removal of these barriers. A seventy-two member participant group, which included a nineteen member steering committee, identified 29 tasks which might be implemented or considered for policy formulation by community colleges. These 29 tasks resulted from a content analysis and distillation of the group's 351 recommendations which had evolved from their 198 identified barriers. Fourteen of the 29 tasks correlated with 18 barriers identified by a majority (66%) of the participants as being the most severe. Ratings of desirability, feasibility, and cost effectiveness of implementing the tasks were derived and verified by the steering committee. (Tables include a listing of the barriers, recommendations, and ratings of barrier severity and implementation feasibility.) (JH)

ED 171 906 CE 020 189

Torge, Herman

A Study of the Vocational Equipment Used in the Secondary Schools of Ohio. Final Report.

Dayton Univ., Ohio. Office of Educational Services.
Spons Agency-Ohio State Advisory Council for Vocational Education, Columbus.
Pub Date-1 Mar 79
Note-51p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Educational Equipment, Educational Finance, Educational Quality, Educational Specifications, *Equipment Evaluation, Equipment Maintenance, *Equipment Standards, Equipment Utilization, *Facility Inventory, Obsolescence, Secondary Education, *Vocational Education
Identifiers-*Ohio

Based on the feeling that the quality of any vocational program is directly and positively related to the quality of equipment used in the program, a study was undertaken of the vocational equipment used in secondary public schools in Ohio. Five questions were addressed by the study: (1) How does the equipment used in vocational education programs compare in technical quality with that used by employers? (2) Is the equipment in the proper state of repair to be useful? (3) At what rate is the equipment wearing out or becoming obsolete? (4) How are boards of education, administrators, and staff dealing with the problems of repair, replacement, and additional needs? and (5) What is the magnitude of resources needed to replace, acquire, and maintain equipment? Ninety-eight schools, representing all types and areas of the state, provided data. Besides survey questionnaires sent to each program, equipment lists were compiled for each, covering items by name, quantity, cost, estimated year of replacement, estimated cost of replacement, estimated maintenance, and estimated cost for miscellaneous equipment. While not a great deal of obsolete equipment was found in use, a considerable percent was classified as only adequate. It was concluded that more realistic attention should be given to equipment used in vocational programs, and a considerable financial effort is needed to correct deficiencies. (ELG)

ED 171 907 CE 020 194

Nash, Al

Quality of Work Life: The Issues in the Debate.

Illinois Labor History Society, Chicago.
Spons Agency-Illinois Humanities Council, Champaign, Ill.
Pub Date-77
Note-36p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employee Attitudes, *Employer Employee Relationship, Experiments, Failure Factors, Humanization, Improvement, Industrial Relations, Job Development, *Job Enrichment, *Job Satisfaction, *Laborers, Labor Unions, Organizational Climate, *Quality of Life, Research Projects, Specialization, Success Factors, Technology, Validity, Work Environment
Identifiers-Quality of Working Life

Diverse opinions are held by workers, union officials, and labor researchers about the importance of the quality of working life to workers. Major issues in this debate focus on the following questions: (1) Is there a workers' movement to improve the quality of working life? (2) Do workers seek meaning and self-fulfillment in their jobs? (3) Can work be redesigned and humanized without affecting profits and efficiency? (4) To what extent are employees alienated or dissatisfied (5) How reliable are the findings of studies on these issues? and (6) Why are experiments in job enrichment and restructuring considered successful in Europe, but not in the United States? The quality of working life is influenced by such factors as the application of technology to the work, economic structure of an industry, division of labor, private ownership and management, and society's emphasis on material success. Proposals for improving working conditions range from the utopian solutions of left-wing critics and sociologists which require vast changes in technology and social structure to the practical methods of union leaders which focus on the work environment, safety and health standards, and grievance procedures. While some experts contend job enrichment will not ultimately work, others feel it has already proven itself; both conclusions are premature as more time is needed before passing judgment. (ELG)

ED 171 908 CE 020 197

Industrial Arts Leadership Development Project, 1977-78. Final Repor
Montclair State Coll., Upper Montclair, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date- 78
Note-172p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Communication Skills, Ethnic Stereotypes, *Industrial Arts, Inservice Programs, *Inservice Teacher Education, *Instructional Improvement, Interpersonal Competence, *Leadership Training, Needs Assessment, Program Planning, Sex Stereotypes, Special Education, Staff Improvement, *Supervisory Training, Technology Transfer, Vocational Education
Identifiers-New Jersey

The Industrial Arts Leadership Development Project was conducted to (1) provide inservice training for teachers to improve the quality of instruction and supervision; (2) provide inservice training for minorities and persons with limited English capability; and (3) provide leadership development for inservice teachers, service staff, and administrators. Thirty-five participants were selected through a combination of geographic, performance, and potential criteria. Following a needs assessment and pretest, participants attended eight seminars, including orientation, vocational education planning, funding skills, status of industrial arts, technology, concerns in industrial arts, special needs education, and interpersonal relationships. Following a posttest it was concluded that it would be advisable to develop a similar activity for industrial arts supervisors. In addition, it was concluded that the advisory council approach by the state's industrial arts teacher education institutions is of significant value and that a cooperative effort among the industrial arts profession, the colleges, and the state division of vocational education is essential to the success of personal development projects. It was also concluded that there are many needs in industrial arts which remain unaddressed. (Appendixes include the seminar content summaries, pretest and posttest instruments, needs assessment instrument, project evaluation instrument, project budget summary, and participant project evaluations). (LRA)

ED 171 909 CE 020 199

Nelson, Norbert J. And Others
Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. Indiana State Advisory Council on Vocational Education, Indianapolis.
Pub Date-Jul 78
Note-12p.; For related documents see CE 020 200-202
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Equipment, Educational Facilities, *Estimated Costs, Evaluation Methods, Facility Improvement, *Facility Planning, *Guidelines, *Measurement Instruments, Program Development, Program Validation, School Buildings, Secondary Education, Systems Building, *Vocational Education
Identifiers-Indiana

Knowing that many vocational facilities differing in outward appearance have equally successful results, the Indiana State Advisory Council on Vocational Education conducted a study to assess the essential elements of a vocational facility and to determine if a cost formula could be developed that would be useful for vocational administrators and other leaders in making decisions concerning vocational education facilities. Project activities were conducted in the following five phases: a background information search; a modified Delphi study; development of facility assessment instruments and procedures; development of a cost estimation formula and the nature and use of the computer programs; and onsite assessments using the instrument developed for the project. Based on the findings and observations of the project team, some of the conclusions drawn were (1) that there is not now available and/or conveniently accessible information for facility planners to use for preplanning, designing, estimating, and projecting vocational education facility needs; (2) that reasonable standards/outlines are needed along with guidelines; (3) that the tools developed in this project could prove useful in coordinating and communicating vocational education facilities status and future needs to all state agencies involved in vocational program development and implementation; and (4) that the assessment packet is useful in planning as well as assessing facilities. (This document presents a brief overview of the project; a more detailed report is available in ERIC see note.) (BM)

ED 171 910 CE 020 200

Nelson, Norbert J. And Others
Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. Volume I.
Indiana State Advisory Council on Vocational Education, Indianapolis.
Pub Date-Jul 78
Note-126p.; For related documents see CE 020 199-202
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Facilities, *Estimated Costs, Facility Improvement, *Facility Planning, *Guidelines, *Measurement Instruments, Program Development, Program Validation, Secondary Education, Systems Building, *Vocational Education
Identifiers-Indiana

This first of a two-part report describes a project designed to develop instruments and procedures for evaluating and assessing the status of vocational education facilities in Indiana. Chapter 1 of this report presents the goals of an Indiana project as follow: to develop, collect, and organize acceptable facility and fixed equipment criteria for vocational-technical programs in secondary schools in Indiana; to develop and test assessing instruments; to perform actual site inspections of a sample of vocational facilities in Indiana; to develop a cost analysis model for determining estimated costs of remodeling and/or new construction; and to develop a computer program to analyze the data from the building and site inspections. Chapter 2 describes the background information search conducted to determine guidelines for facility planning. Chapter 3 presents the procedures and results of the modified Delphi study which was undertaken to determine features of facilities for vocational education programs. The development of the assessment instruments and procedures are described in chapter 4, and the development of cost estimation models and computer programs are described in chapter 5. Chapter 6 discusses the field testing of the instrument and implications and uses of the packet. Finally, chapter 7 presents findings, conclusions, and recommendations. (BM)

ED 171 911 CE 020 201

Nelson, Norbert J. And Others

Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. Volume II.

Indiana State Advisory Council on Vocational Education, Indianapolis.

Pub Date-Jul 78

Note-314p.; Not available in hard copy due to faint and broken print; For related documents see CE 020 199-202

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Equipment, Educational Facilities, *Estimated Costs, *Evaluation Methods, Facility Improvement, *Facility Planning, *Guidelines, *Measurement Instruments, School Buildings, Secondary Education, Systems Building, *Vocational Education

Identifiers-Indiana

This document is volume two of a two-part report on a project designed to develop instruments and procedures for evaluating and assessing the status of vocational education facilities in Indiana. Volume 2 contains seven appendixes of charts, tables, and other related information which accompany the technical report found in volume 1. Appendixes 4-6 constitute the bulk of the document. Appendix 4 is the instruction manual for the school building/site assessment packet. The instruction manual for the "School Building Cost Estimation Model and Computer Programs for Vocational Education Facilities" is found in appendix 5. And appendix 6 contains samples from the assessment packet. (The total assessment packet and instruction manual are found in ERIC document CE 020 202.) (BM)

ED 171 912 CE 020 202

School Building/Site Assessment Packet for Vocational Education Facilities: Instruction Manual.

Indiana State Advisory Council on Vocational Education, Indianapolis.
Pub Date-Jun 78
Note-53p.; For related documents see CE 020 199-201
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Equipment, Educational Facilities, *Estimated Costs, *Evaluation Methods, Facility Improvement, *Facility Planning, *Guidelines, School Buildings, Secondary Education, Systems Building, *Vocational Education
Identifiers-Indiana

Developed as an aid to those responsible for facility planning in vocational education, this document contains the School Building/Site Assessment Packet'' and its instruction manual. The instruction manual provides background information, describes meanings, and presents ideas that are pertinent to consider and understand when using the assessment packet. The assessment packet is designed to provide local and state agencies with important and essential information for use in vocational education facility planning. The instrumentation has been field tested and validated to assess the extent of availability, nature of quality, range of acceptance, and potential of convertability of facilities and

fixed equipment for vocational education at the secondary level. (A full report on the development and validation of the instruments is available in ERIC see note.) (BM)

ED 171 913 CE 020 256

Pautler, Albert J. And Others

The Need for a National Policy for Vocational Education. Occasional Papers of the Western New York Educational Service Council.

State Univ. of New York, Buffalo. Western New York Educational Service Council.

Pub Date-3 Dec 78

Note-99p.; Paper presented at the National Association of State Directors of Vocational Education, American Vocational Association Conference (Dallas, Texas, December 3, 1978)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Policy, *Educational Development, Educational Philosophy, *Educational Policy, Instructional Systems, Leader Participation, Needs Assessment, Policy Formation, *Program Design, Program Development, Program Planning, *Social Change, Social Environment, Systems Approach, Systems Development, *Vocational Education

The intent of this paper is to examine the issues, problems, implications, rationale, and basic assumptions behind the reexamination of the need for a generally accepted national policy for vocational education. The paper is divided into seven chapters. Chapter 1 establishes a framework to use in dealing with the main issues. The second chapter presents background information dealing with many of the questions regarding philosophy and policy as well as principles for vocational education. The third chapter presents the information received from an eight question survey mailed to twenty-three leaders across the country. For example leaders asked (1) Do we have a current national policy for vocational education?, (2) If we have a national policy, is it adequate?, (3) Do you believe we have a clearly defined philosophy of vocational education?, and (4) What relationship should exist between a philosophy and a national policy? The fourth chapter reviews policies of the past and present and their relationship to a changing society. Chapter 5 discusses the need for national policy and what function it should serve. Chapter 6 discusses the specifics of policy in the areas of program policy, personnel policy, and evaluation policy. The seventh chapter contains recommendations on national policy. (LRA)

ED 171 914 CE 020 257

Blum, Robert E. Doyle, Linda

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. Final Project Performance Report.

Jefferson County Public Schools, Lakewood, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-G007700100
Note-404p.; Some pages will not reproduce well due to light or broken type; Report prepared by the Division of Career Education
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Career Education, *Career Exploration, Community Cooperation, Community Involvement, *Experiential Learning, Females, Inservice Teacher Education, Instructional Materials, Junior High School Students, Males, *Nontraditional Occupations, Role Models, School Community Cooperation, *School Community Programs, Secondary School Students, Sex Role, Sex Stereotypes, Staff Improvement, Teacher Workshops
Identifiers-Education Amendments 1974

To reduce the narrowing effects of sex-role stereotyping on the career options of secondary students, a project was conducted using curriculum activities and experiences with nontraditional role models in school and community settings. The vehicle for meeting this goal was the existing Jefferson County (Colorado) experience-based career education program. Objectives of the project included (1) establish and maintain community involvement; (2) prepare curriculum materials; (3) prepare and deliver a staff inservice program; (4) implement the program; (5) evaluate the learning outcomes and project processes; and (6) disseminate results of the project. Over 150 members of the local community served as resource persons. Curriculum materials, including guidance activities and curriculum units for secondary students, were produced. Inservice programs were conducted for 30 teachers, counselors, library media specialists, and administrators. The project was implemented during a nine-week period with 110 students at three schools. A third-party evaluation was conducted, with both formative and summative data collected; and a brochure describing project goals and activities was disseminated. (Student curriculum materials, staff inservice materials, and the final evaluation report are included.) (Author/LMS)

ED 171 915 CE 020 273

Gray, Kenney E. Pierson, Terrence K.
Evaluation of the General Electric Foundation Summer Institutes on Career Education and Guidance.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-General Electric Foundation, Ossining, N.Y.
Pub Date-Apr 79
Note-72p.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Career Planning, Counselor Training, Inservice Teacher Education, *Occupational Guidance, Policy Formation, *Professional Development, *Professional Training, *Program Development, *Program Evaluation, School Districts, Secondary Education, Staff Improvement, *Summer Institutes, *Team Training, Vocational Counseling

An evaluation was conducted to determine the effects of the General Electric Foundation Summer Institutes on Career Education and Guidance over a one to two year period in participating school districts and communities. The study evaluated the team-oriented institutes held in 1976 and 1977 at the University of South Carolina and Indiana University. The report describes the procedure used for designing the evaluation study, identifying the potential data, selecting the sample of school districts to be included in the study, and collecting and analyzing the data. Results show that the institutes had high impact on career education activity in two districts, moderate impact in one, and low impact in three. Substantial gains in personal and professional development were reported by most participants. Conclusions, policy implications, and recommendations were formulated for professional and personal development and team and team plan aspects of the institutes. It was recommended that the institutes be continued with modifications in the schedule and activities of the institutes and in pre-institute and post-institute operations. (Appended is a schedule of questions on impact and factors influencing impact.) (Author/CSS)

ED 171 916 CE 020 297

A Study of the Impact of Proposition 13 on Vocational Education. Summary Report.

California Advisory Council on Vocational Education, Sacramento.
Pub Date-Mar 79
Note-40p.; For a related document see CE 020 298
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, *Program Budgeting, *Program Evaluation, Program Planning, School Funds, State Legislation, State Programs, *Vocational Education
Identifiers-*California, *Proposition 13 (California 1978)

This is the summary report of a study conducted to measure the impact of the cutbacks necessitated by Proposition 13 on the availability and quality of vocational education in California, recommend reforms in the priority-setting process for vocational education given reduced levels of support, and recommend changes in regulations and/or legislation to mitigate any negative effects which occurred. Data were collected from a questionnaire survey directed at all of California's public deliverers of vocational education, site visits to a random sample of thirteen institutions throughout the state, telephone interviews with a random sample of twenty-six institutions throughout the state, and telephone contacts with the Employment Development Department and the State Comprehensive Employment and Training Administration (CETA) office. Findings include the following: responding institutions reported decreases in vocational education budgets of 9% from fiscal year 1977-78 to fiscal year 1978-79; the decreases in vocational education enrollments between the fall of 1977 and the fall of 1978 was 6%; twenty-five percent of responding institutions reported that they had eliminated selected vocational education programs as a result of Proposition 13; and sixty-seven percent of the respondents anticipated a still further reduction of income for fiscal year 1979-80. Recommendations include the following: a stable, dependable, and equitable funding base be developed for vocational education; application and reporting procedures for Vocational Education Act (VEA) funds be simplified; and districts develop contingency plans for status quo'' funding, increased revenues or decreased income in advance of legislative action. (A fuller, more technical report of this study is also available see note.) (JH)

ED 171 917 CE 020 298

Franz, Jennifer D.
A Study of the Impact of Proposition 13 on Vocational Education. Technical Report.
California Advisory Council on Vocational Education, Sacramento.
Pub Date-Mar 79
Note-216p.; For a related document see CE 020 297
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Educational Finance, *Program Budgeting, *Program Evaluation, Program Planning, School Funds, State Legislation, State Programs, Vocational Education
Identifiers-*California, *Proposition 13 (California 1978)

This is the technical report of a study conducted to measure the impact of the cutbacks necessitated by Proposition 13 on the availability and quality of vocational education in California, recommend reforms in the priority-setting process for vocational education given reduced levels of support, and recommend changes in regulations and/or legislation to mitigate any negative effects which occurred. Data were collected from a questionnaire survey directed at all of California's public deliverers of vocational education, site visits to a random sample of thirteen institutions throughout the state, and telephone contacts with the Employment Development Department and the State Comprehensive Employment and Training Administration (CETA) office. Findings include the following: responding institutions reported decreases in vocational education budgets of 9% from fiscal year 1977-78 to fiscal year 1978-79; the decreases in vocational education enrollments between the fall of 1977 and the fall of 1978 was 6%; 25% of responding institutions reported that they had eliminated selected vocational education programs as a result of Proposition 13; and 67% of the respondents anticipated a still further reduction of income for fiscal year 1979-80. Recommendations include the following: a stable, dependable, and equitable funding base be developed for vocational education; application and reporting procedures for Vocational Education Act (VEA) funds be simplified; and districts develop contingency plans for "status quo" funding, increased revenues or decreased income in advance of legislative action. (Data tables appear throughout this document; appendix materials include the survey instrument, site visit questions, telephone interviews, project letters, and a field review and comment). (JH)

ED 171 918 CE 020 306

Updating Promising Practices in Oregon Career and Vocational Education. Final Report.

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-28 Feb 79
Note-36p.; Appendix A will not reproduce well due to small print; For related ducuments see ED 130 139, ED 130 140, and ED 145 143
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Development, *Career Education, *Demonstration Projects, Documentation, Educational Finance, Educational Innovation, *Educational Research, Elementary Secondary Education, Evaluation, Instructional Staff, Postsecondary Education, Program Development, *Program Effectiveness, *Vocational Education
Identifiers-*Oregon

A project was undertaken to update a handbook entitled ``Promising Practices in Oregon Career and Vocational Education'' (ED 130 140), which covered the vocational research and exemplary projects conducted during fiscal years 1970 through 1975. (An update was published previously for fiscal 1976 see ED 145 143.) Twenty such projects conducted during fiscal 1977/78 were identified for possible inclusion and were then judged according to significance of educational problem, effectiveness of performance, and transportability. Out of the twenty, eight were found to satisfy these requirements and were included in the handbook update. The educational levels impacted ranged from elementary to postsecondary, and the areas impacted included career awareness, exploration, and specialization. besides thorough documentation, the eight chosen projects were characterized by staff commitment and continuity of key project staff. Other innovations considered ``promising practices'' focused on handicapped students and the reduction of sex bias and sex-role stereotyping. Based on the selection process, it was concluded that (1) greater attention needs to be paid to planning, implementing, and managing projects and their evaluation; (2) adequate documentation is required; (3) more projects would have qualifited if they had accomplished all of their objectives; (4) funding of $5,000-$15,000 appears to provide optimum results; and (5) more projects should address the needs of the handicapped and disadvantaged and should provide documentation to substantiate efforts to reduce sex bias and sex-role stereotyping. (ELG)

ED 171 919 CE 020 314

Hein, George E. Marcus, Stephen

Cultural Institutions & Career Education. Final Performance Report.

Lesley Coll., Cambridge, Mass. Graduate School of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G0077C0087
Note-60p.; For a related document see CE 020 315 ; Some pages may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Personnel, Administrator Education, *Career Education, Cooperative Planning, Educational Resources, Elementary Secondary Education, Museums, *Professional Training, *Program Design, Program Development, Theater Arts
Identifiers-Education Amendments 1974, Massachusetts (Boston), Massachusetts (Springfield)

The education directors from fifteen museums and performing companies in Boston and Springfield, Massachusetts, were trained to develop and pilot career education programs for K-12 students using the resources of their institutions. The project was divided into three segments and, during each segment, a series of training seminars were conducted to meet the specific objectives of the segment. Segment one acquainted the education directors with the general assumptions and goals of career education. Each director developed a career information package which incorporated the skills, training requirements, and attitudes which characterized jobs and careers within and related to their respective institutions. The second segment provided the directors with instructional skills to enable them to design and pilot career education programs. This involved joint planning sessions with partner schools. In the last segment, to insure the continued involvement of these cultural institutions in career education, the directors developed long-range plans for the implementation of career education programs at their institutions. A project evaluation indicated that the objectives were all essentially achieved. (This report discusses the training projects carried out during the project, analyzes the career information packages, and generally describes the pilot programs and the long-range plans. A report regarding the training seminars is appended.) (EM)

ED 171 920 CE 020 367

Newcomb, L. H. And Others
Agriculture Education. Topic Analysis for Vocational Teacher Education.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-Sep 78
Note-62p.
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Education, Behavioral Objectives, *Core Curriculum, Course Content, Formative Evaluation, Higher Education, Methods Courses, Preservice Education, Records (Forms), Summative Evaluation, *Teacher Education Curriculum

Three papers presented at a teacher education conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The titles and authors are as follow: A Model Methods Course for Agricultural Education,'' by L. H. Newcomb; Preparing Teachers to Develop Courses of Study in Vocational Agriculture,'' by David McCracken; and Pre-Service Field Experience as Preparation for Teaching,'' by Leon Boucher. Each paper addresses six primary points of emphasis: (1) need for the proposed course, (2) objective, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended to the third paper are a list of criteria to be considered in selecting cooperating teachers and cooperating schools, suggested guidelines for orientation of student teachers, trainee evaluation report for vocational agriculture experience, and an agreement form for use between a local school system and a teacher education training center regarding student teachers. (JH)

ED 171 921 CE 020 374

Traditional Birth Attendants: A Field Guide to Their Training, Evaluation, and Articulation with Health Services. World Health Organization Offset Publication No. 44.
World Health Organization, Geneva (Switzerland).
Pub Date-79
Note-109p.
Available from-Office of Publications, World Health Organization, 1211 Geneva 27, Switzerland (12 Sw. francs)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Articulation (Program), *Attendant Training, Developing Nations, Health Personnel, *Health Programs, Health Services, National Programs, *Program Development, *Program Evaluation, *Program Planning, Questionnaires
Identifiers-*Traditional Birth Attendants

Guidelines for the planning, implementation, and evaluation of nationwide programs for the training and utilization of traditional birth attendants (TBAs) are presented. The guide begins with a chart outlining the steps in the development and evaluation of TBA programs. The next section discusses the formulation of basic policies regarding the function of trained TBAs and the facilities made available to them by governments followed by a section on the gathering of information on material and child health family planning services, and local beliefs and practices. The planning and development of a training program are discussed in the next section that includes definitions of functions and tasks, the selection and preparation of trainers and trainees, and the development of a training course. The last two sections examine the evaluation of trainees and trainers, teaching materials and methods, learning objectives, and the program as a whole; and the articulation of TBAs with organized health systems including such aspects as the supervision and continuing education of TBAs to other health workers, and the regulation of the TBA's practice. Following these sections are eighteen figures including various questionnaires, forms, checklists, and tests actually used in a number of developing countries. Concluding the document are references and notes related to information presented in the guide. (JH)

ED 171 922 CE 020 381

Bolton, Elizabeth B. Jones, Edward V.

Theory Based Approaches to Learning. Implications for Adult Educators.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date-Apr 79

Note-36p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Translations (170)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Classroom Environment, *Educational Philosophy, Educational Programs, *Educational Theories, Learning Activities, *Learning Theories, *Program Planning, Student Role, Teacher Role

This paper presents a codification of theory-based approaches that are applicable to adult learning situations. It also lists some general guidelines that can be used when selecting a particular approach or theory as a basis for planning instruction. Adult education's emphasis on practicality and the relationship between theory and practice is discussed in the first section of the paper. Section 2 presents theory-based approaches to teaching and learning in terms of those developed for youth and applied or applicable to adults and those that were developed specifically for adults. Approaches that are examined include John Dewey's problem solving, Ralph Tyler's identification of objectives, Kurt Lewin's group dynamics and change theory, and behaviorism, cognitivism, and humanism. The last section presents some general guidelines for choosing an approach for teaching or planning instruction for adults. (Author/CSS)

ED 171 923 CE 020 383

Morrison, Edward J.

National Assessment of Vocational Education Needs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 79

Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advisory Committees, Change Strategies, Community Colleges, Community Programs, Educational Needs, Educational Research, Equal Education, National Surveys, *Needs Assessment, Presidents, Program Administration, *Program Evaluation, *Program Improvement, *Program Planning, Relevance (Education), School Community Relationship, School Superintendents, State Programs, Teacher Educators, Vocational Directors, *Vocational Education, Vocational Education Teachers

Identifiers-Education Amendments 1976

The lack of systematic, national data on the priority problems being experienced in the field operation of vocational education programs has been a barrier to the design of effective strategies for program improvement. The major purpose of this study was to provide a preliminary assessment of the field operation needs of vocational education. From a list of more than 6,000 nominations, an instrument designed to gather priority ratings for forty-eight needs was developed. The instrument was administered to local and state vocational education personnel. Findings indicate the following conclusions: (1) highest priority needs included improvements in collaboration with key segments of the employment community in communicating the benefits of vocational education and the relevance of curricula to job requirements; (2) high priority needs have an ``external'' orientation; (3) the major differences among groups concerning priorities were between state level and local level personnel; (4) while respondents agreed with priorities in the 1976 education amendments, they appear to have assigned lower priority to problems such as equal opportunity enrollment and sex sterotyping; and (5) six fundamental considerations appear (for example, data-based decision making and community interaction), to underlie the respondents' priority decisions. (The survey instrument is appended. (LRA)

ED 171 924 CE 020 431

Johnson, William B. Sredl, Henry J.

Institute of Aviation Graduate Survey: 1950-1978.

Illinois Univ., Urbana. Inst. of Aviation.
Pub Date-Feb 79
Note-79p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aviation Mechanics, *Aviation Technology, Curriculum Development, Educational Improvement, Educational Quality, Employment Patterns, Flight Training, *Graduate Surveys, Job Placement, *Technical Education, *Technical Institutes, Vocational Followup
Identifiers-*University of Illinois

A graduate follow-up study was conducted for the University of Illinois Institute of Aviation by surveying all graduates for the period 1950-1978. Four major areas were covered in the written questionnaires: employment, education, flight related activities, and graduate satisfaction with the Institute. Based on the responses received from 513 individuals who represent 76 percent of those surveyed, it was concluded that (1) the Institute successfully prepares students for careers in aviation; (2) for the most part graduates are able to find aviation related employment; (3) a high number of respondents continue their education after leaving the Institute; (4) certification as an Airframe and Powerplant mechanic has been beneficial to most graduates' careers although few graduates actually work as mechanics; and (5) maximum graduate satisfaction is in flight instruction, maintenance instruction, and flight training equipment. Recommendations for improvements included the following: maintenance training equipment should be updated and larger physical facilities should be provided; the Airframe and Powerplant curriculum should be more theoretical; a flight engineers course should be offered; occupational placement and counseling services should be upgraded; and a degree program should be established. (The appendixes contain samples of the questionnaires, the reminder postcard, and cover letters; a classification of respondents by occupation; and a listing of additional comments.) (ELG)

ED 171 925 CE 020 441

Lewis, Leila And Others
Idaho State plan for Career Education, 1978-79.
Idaho State Dept. of Education, Boise.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-G007701099
Note-91p.; For a related document see CE 020 442
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Career Education, Curriculum, *Educational Assessment, Educational Change, Educational Finance, *Educational Objectives, *Educational Planning, *Educational Strategies, Elementary Secondary Education, Evaluation Methods, Information Dissemination, *Statewide Planning, Teacher Education
Identifiers-*Idaho

In accordance with PL 93-380, Section 406, calling for the development of state plans for career education, this plan deals with elementary and secondary schools in Idaho. Following the definition of career education is a section on its conceptual base. The next section discusses career education as meeting a demand for educational reform. Then, previous career education efforts in Idaho are reviewed. Career education goals are identified for both the state department of education and the state itself. Target student learner outcomes are outlined for the following areas: (1) educational awareness, (2) self awareness, (3) occupational awareness, (4) decision making, (5) economic awareness, (6) leisure awareness, and (7) work entry preparation. Various program strategies are considered, such as curriculum infusion, special courses, guidance counseling, and placement. To aid in the successful local development of career education, a section is provided on activities shown to have functioned significantly in demonstration projects. Charts are included for both short- and long-range process goals, specifying activities, strategies, and parties responsible for meeting each goal. Evaluation of the state plan focuses on four aspects: content, input (which assesses attitudes and resources), process (which assesses strategies and activities), and product. Also included are plans for dissemination; funding; adult and postsecondary career education activities; planning, implementation, and administration by state education agency; organization and role of advisory council; assessment of career education needs; training and retraining of school personnel; and timelines for the state plan's development. (ELG)

ED 171 926 CE 020 442

Idaho Career Education Program Developers' Guide to Selected Resources.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Idaho State Dept. of Education, Boise.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-210p.; Not available in hard copy due to small and light type

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, *Career Education, Community Resources, Educational Facilities, Educational Finance, Educational Programs, *Educational Resources, Elementary Secondary Education, Evaluation, Instructional Materials, Program Development, Resource Centers, *Resource Guides, Resource Materials, Staff Improvement, *Statewide Planning

Identifiers-*Idaho

Intended to provide developers of career education programs with a listing and analysis of career education resources, this guide is part of the state plan for career education in Idaho (see CE 020 441 for the 1978-79 plan). The resources which were selected by literature searches, program analyses, and interviews are divided into six categories. The first, instructional materials, describes resource centers for materials development and dissemination, catalogs and directories of curriculum materials, and selected instructional materials. The second, career education facilities, provides options for facility development and planning as well as descriptions of selected facilities. Next, personnel is covered by annotations on planning, implementation, and assessment guides for administrative staff and on staff development programs. Programs and practices, the fourth area, considers both state and national career education programs for K-12 and then reviews programs in Idaho. Fifth, business, labor, and other community resources, are listed in a directory of community resource learning sites following information on how to develop and utilize community resource sites. The last section, funding sources, discusses federal, state, and other sources of financial aid. Each of the six sections concludes with an analysis describing some possible uses of the materials listed and some potential benefits from their use. (ELG)

ED 171 927 CE 020 455

White, Robert H., Ed.

Evaluation Digest. An Evaluation Report of Vocational Education and Technical Education in South Carolina for Fiscal Year 1978.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

Pub Date-Feb 79

Note-47p.; Not available in hard copy due to small print

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advisory Committees, Articulation (Program), Discipline, Expenditures, Federal Aid, Objectives, Program Administration, Program Coordination, *Program Improvement, Program Planning, School Visitation, *State Departments of Education, Student Evaluation, Success Factors, *Technical Education, *Vocational Education

Identifiers-*South Carolina, United States

Seventeen articles used to convey the South Carolina advisory council's 1977-78 evaluation of vocational and technical education in South Carolina are presented. Articles included are The Girl Stared''; A Solution to Discipline Education's Number One Problem''; A Vocational Education Success Story''; TEC Student Success''; Articulation''; A Female Tool Technician? Why Not?''; The Trend to Advisory Councils''; A Review of the State's Evaluation of Vocational Education Programs on the Local Level''; Where the Federal Funds for Vocational Education Were Spent in South Carolina, 1977-78''; Comments on the Annual Reports from the State Manpower Services Council''; and The Status of the State Occupational Information Coordinating Committee.'' Responses to 1977 recommendations made by the South Carolina advisory council are given by the state board of education and the state board for technical and comprehensive education. The final section presents the commendations and recommendations of the council. (LRA)

ED 171 928 CE 020 595

Wakin, B. Bertha, Ed. Petitjean, Charles F., Ed.

Alternative Learning Styles in Business Education. National Business Education Yearbook, No. 17.

National Business Education Association, Reston, Va.
Pub Date-79
Note-221p.
Available from-National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00; 10% discount on ten or more)
Pub Type- Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advanced Placement, *Alternative Schools, *Business Education, Business Education Teachers, Business Subjects, Community Programs, *Educational Alternatives, Educational History, Educational Innovation, Educational Technology, Experiential Learning, *Instructional Media, Learning Modules, Performance Based Education, Postsecondary Education, Private Schools, Professional Associations, Public Schools, Secondary Education, Teacher Education, *Teaching Methods
Identifiers-*Educational Setting

One in a series of National Business Education Yearbooks, this yearbook presents an overview of the various settings in which business education takes place and the methodology used in its teaching. The first part focuses on the following three settings: public and private schools at both the secondary and postsecondary levels; professional/organizational groups which provide continuing education; and nontraditional settings which are categorized by their learning philosophy, special clientele, special resources or facilities, administration and organization, or instructional approaches. Part II examines the following alternative methods of business education for secondary and postsecondary levels: (1) individualized instruction which includes programmed and computer-assisted instruction for self-paced learning; (2) simulations which may be commercially packaged or specially designed by the teacher; (3) games which, while often costly to implement, are usually enthusiastically endorsed by the students, (4) modular instruction which uses a series of learning units, each focusing on a limited skill or body of knowledge; (5) technological utilization which involves systems such as audiovisual recorders, closed-circuit television, and computers; (6) community-based projects which include independent study for students and assistance from business teachers in developing community programs; and (7) competency evaluation which covers competency-based education on the secondary level and the recognition, at the postsecondary level, of students who qualify for advanced placement either through competencies obtained at previous levels or through life experiences. (ELG)

ED 171 929 CE 020 619

Directions for Equal Access to Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-Nov 78
Note-19p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Change Strategies, *Educational Problems, *Educational Strategies, Elementary Secondary Education, *Equal Education, *Evaluation Methods, *Sex Discrimination, Sex Role, Sex Stereotypes, *Vocational Education

Intended for use by SEAs and LEAs in the development of programs designed to address sex bias in vocational education, this booklet (which covers elementary to secondary education) provides strategies and evaluative procedures for problems or needs identified as resulting from sex bias and sex-role stereotyping. The thirty-one potential problem areas listed are adapted from 1978 Local Applications for Vocational Education. The strategies for eliminating sex bias (which are also for the most part adapted from the 1978 Local Applications) include the following: (1) conduct a study to determine problem areas and a meeting to explain the study's results; (2) develop a plan to help eliminate sex bias; (3) educate teachers, counselors, and administrators about PL 94-482 and Title IX and change their attitudes towards sex stereotyping; (4) distribute information to foster attitudinal change; (5) promote enrollment of both male and female students in all programs by the use of guest speakers, recruitment programs, and promotional activities; (6) screen textbooks and library books for sex bias; (7) review curriculum content for necessary revisions; (8) provide bibliographies and bulletin board displays; and (9) request state funds for research and program development. Sixteen evaluative procedures are provided to determine the effectiveness of the strategies in reducing bias. They include pre- and post-tests, student surveys, teacher and counselor feedback, review of curriculum content, and interviews with teachers and counselors. (ELG)

ED 171 930 CE 020 661

Hoyt, Kenneth B.

Rotary International and Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 78

Note-27p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01921-3)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, *Community Involvement, *Community Organizations, Problems, *Program Improvement, *School Community Cooperation

Identifiers-*Rotary International

Based on a series of mini-conferences, this monograph presents ideas and thoughts of members of the Rotary International organization on the concept of collaboration in career education. First, a brief description of Rotary International is provided. Next, several specific examples are given of ways in which local clubs are already involved in career education. Also, the thoughts of conference participants regarding problems to be resolved prior to involving local Rotary Clubs in career education are summarized. The monograph concludes with a series of postive suggestions made by conference participants aimed at strengthening the involvement of local Rotary Clubs in community career education efforts. A list of conference participants and a list of issues and concerns raised by these participants are appended. (BM)

ED 171 931 CE 020 679

Zaner, John A.

Career Education - Needs Assessment. State of Maine. Report of Findings.

University of Southern Maine, Gorham. Coll. of Education.

Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date-30 Sep 78

Note-26p.; Report prepared through the Vocational-Technical Education Program

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Elementary Secondary Education, *Needs Assessment, *Student Needs, *Teacher Attitudes, Teacher Background, *Teaching Skills

Identifiers-*Maine

To provide a basis for implementing the objectives of the Maine State Plan for Career Education, a study was conducted to determine Maine's teacher-perceived career education needs. The basic method used was a mailed questionnaire (appended) designed to assess public school teachers in terms of (1) their knowledge of career education; (2) their attitudes toward career education; (3) their present level of teaching skills and techniques used in career education; and (4) their perceptions of student needs relative to career education. Additional data was requested that provided descriptions of the sample in terms of grade level taught, subject area, years teaching, work experience other than education, and the number, if any, of career education workshops or conferences they had attended. The sample consisted of 500 Maine public school teachers randomly selected. Of the sample polled, 218 or 43.6% returned useable questionnaires. Although a majority of teachers had some basic knowledge about career education, it was found that very few had formal training in college courses and that the majority had not attended career education workshops or conferences. The teachers indicated that they needed assistance with teaching techniques and resources in several areas of career education. It also found that a large majority of the teachers were aware of students' needs relative to career education. Overall, it was concluded that the teachers are aware of career education, generally approve of it, but need help in fully understanding its theory and philosophy, and in its implementation. (BM)

ED 171 932 CE 020 712

de Montlibert, Christian And Others
Youth and Employment in Europe.
Council of Europe, Strasbourg (France).
Pub Date-79
Note-137p.
Available from-Council of Europe Publications, Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($8.00)
Pub Type- Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors-Foreign Countries, Futures (of Society), *Government Role, Job Training, Labor Force Nonparticipants, Meetings, Occupational Aspiration, Trend Analysis, *Unemployed, Unemployment, *Work Attitudes, *Youth, *Youth Clubs, *Youth Employment, Youth Opportunities
Identifiers-Europe

In this colloquy report, European youth unemployment is examined by (1) defining and analyzing the characteristics of youth unemployment and the young unemployed, (2) reviewing government measures and their effects, (3) studying the attitudes of young people in various socio-professional classes, and (4) surveying and analyzing the positions of youth organization members taking part in European Youth Centre colloquies. Appendixes include a resolution containing recommendations on unemployment among young people; a recommendation on the protection of workers against the effects of unemployment; measures taken, envisaged, or to be envisaged (by Organization for Economic Cooperation Development member states) to combat youth unemployment in the short and medium term; a training model for the young unemployed in the Federal Republic of Germany; and a selected bibliography. (CSS)

ED 171 933 CE 020 717

Tractor Mechanics: Learning Activity Packages 1-19.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Note-118p.; Photographs in this document will not reproduce well; For related documents see CE 020 718-719
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Electrical Systems, Electric Batteries, *Equipment Maintenance, Instructional Materials, Learning Activities, Learning Modules, Mechanical Skills, *Mechanics (Process), Repair, *Skill Development, *Tractors, Vocational Agriculture, Vocational Education

Learning activity packages are presented for teaching tractor mechanics. The first of two sections deals with miscellaneous tasks and contains learning activity packages on cleaning the tractor and receiving new tractor parts. Section 2 is concerned with maintaining and servicing the electrical system, and it includes the following learning activity packages: testing the battery, servicing battery connections, activating a battery, charging a battery, testing the charging circuit, adjusting the voltage regulator, servicing the alternator, servicing the generator, replacing the amperage guage, servicing the ignition wires, servicing the distributor, testing the starter circuit, servicing the starter motor, replacing the starter motor, and replacing the ring gear on a flywheel. Typically the packages contain the following format: introduction, directions, objectives, learning activities, tools and equipment needed, materials and supplies needed, safety, instructions, student self-check, check-out activities, and instructor's final check list. The packages are illustrated. (CSS)

Tractor Mechanics: Maintaining and Servicing the Fuel System. Learning Activity Packages 20-33.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Note-99p.; Photographs in this document will not reproduce well; For related documents see CE 020 717-719
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agricultural Machinery, *Equipment Maintenance, Instructional Materials, Learning Activities, Learning Modules, Mechanical Skills, *Mechanics (Process), *Skill Development, *Tractors, Vocational Agriculture, Vocational Education
Identifiers-*Fuel Systems

Learning activity packages are presented for instruction in tractor mechanics. The packages deal with the duties involved in maintaining the fuel system. The following fourteen learning activity packages are included: servicing fuel and air filters, servicing fuel tanks and lines, adjusting a carburetor, servicing a carburetor, servicing the intake manifold, servicing the governor, servicing the fuel pump, servicing the diesel fuel filters, servicing the diesel transfer pump, servicing a diesel injection pump, servicing a diesel fuel injector, bleeding the diesel fuel system, timing a fuel injection pump, and servicing a turbocharger. Typically the packages' format contains introduction, directions, objectives, learning activities, tools and equipment needed, supplies and materials needed, safety, instructions, student self-check, check-out activities, and the instructor's final checklist. The packages are illustrated. (CSS)

ED 171 935 CE 020 719

Tractor Mechanic Check Sheets for Modules.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date- 78

Note-82p.; For related documents see CE 020 717-719

Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Achievement Tests, Agricultural Machinery, *Electrical Systems, Electric Batteries, *Equipment Maintenance, Mechanical Skills, *Mechanics (Process), Repair, Self Evaluation, *Student Evaluation, *Tractors, Vocational Agriculture, Vocational Education

Identifiers-*Fuel Systems

Forms for student self-checks and the instructor's final checklist (student evaluation) are provided for use with thirty-three learning modules on maintaining and servicing fuel and electrical systems in tractor mechanics. The student self-check asks the students questions about their understanding of the modules' content. The instructor's checklist consists of task descriptions and four possible teacher ratings of the students' performance. Rating choices are (1) not applicable, (2) not accomplished, (3) partially accomplished, and (4) fully accomplished. (CSS)

ED 171 936 CE 020 721

Youth Unemployment, 1978. Hearing before the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session, on Examination of the Problems Facing Youths in the Job Market (July 31, 1978).

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date-31 Jul 78
Note-113p.; Not available in hard copy due to the small and broken print throughout this document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, College Cooperation, Community Agencies (Public), Evaluation Methods, Failure Factors, Federal Aid, *Federal Programs, Program Coordination, Program Effectiveness, Spanish Speaking, Success Factors, *Youth Employment, Youth Problems, *Youth Programs
Identifiers-*Comprehensive Employment and Training Act, New Jersey, *Youth Employment and Demonstration Projects Act

On July 31, 1978, the U.S. Senate Committee on Human Resources held a hearing in Perth Amboy, New Jersey, on the problem of youth unemployment. In particular, the effectiveness of the CETA (Comprehensive Employment and Training Act) and YEDPA (Youth Employment and Demonstration Projects Act) programs concerned the Committee. Following an opening statement by Senator Harrison Williams, testimony and prepared statements were given by public officials of Perth Amboy and Middlesex County as well as by school officials, representatives of various community agencies, and CETA trainees. The majority of witnesses felt that CETA had achieved limited success in targeting services and jobs to those in need. The Puerto Rican Association of Human Development presented testimony and documentation on the failure of CETA to help Hispanics gain employment. It was recommended that CETA develop more sophisticated evaluation procedures, that local agencies have more input in funding distribution, bilingual programs be instituted, and CETA and the school districts increase their cooperative efforts. David H. Tyrrell of Middlesex County College testified on the relationship between CETA and colleges, stressing the need for ongoing commitment on the part of the government and the schools. He also emphasized the importance of bilingual education. (Also included are materials submitted by parties not present and an entry in the Congressional Record by Senator Williams summarizing the hearing.) (ELG)

ED 171 937 CE 020 725

Whaples, Gene C.

Research to Practice in Adult Basic Education.

Pub Date-79
Note-15p.; Paper presented at the Maryland Association for Public Supported Continuing Education Conference (Baltimore, Maryland, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Adult Basic Education, Adult Learning, *Cognitive Style, *Educational Interest, Educationally Disadvantaged, *Illiterate Adults, Learning, Learning Motivation, Literacy Education, *Participant Involvement, Problems, *Program Development, Research Utilization

Research can provide insights into problems related to adult basic education (ABE) program success. The potential ABE population is great; for example, the Maryland target group includes nearly 1,097,000. Several studies have revealed that those needing ABE most are least likely to be program participants. Various problems that often overwhelm the poor are unemployment, marital instability, and low self-esteem. In addition, other learning involvement barriers include costs, insufficient motivation, time factors, and discouragement. It is important to evercome these obstacles. One way is by providing relevant programs. Norvell Northcutt and Deborah Hickok have identified cogent (1) literacy program content areas (consumer economics, occupational knowledge, community resources, health, and government/law) and (2) primary skills (communication, computation, problem solving, and interpersonal relations). Various appeals to learners have been identified; for instance, Allen Tough's research suggests that adults are interested in learning something of immediate use. In addition, Patrick Penland found that adults like to set their own pace; Nan Booth found that low-income urban adults prefer the trial-and-error learning method. Daniel D. Pratt identified five important learning environment factors: developing adult-to-adult working relationships, developing mutual understanding, dealing with closure, establishing role clarity, and guarding the contract. Finally, in surveying where adults like to learn, several studies have discovered that adults prefer learning at home. (CSS)

ED 171 938 CE 020 769

Courtney, Sean

Studying the Adult Learner in a Formal Educational Context.

New Univ. of Ulster, Londonderry (Northern Ireland). Inst. of Continuing Education.
Note-23p.; Not available in hard copy due to light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Aspiration, *Adult Education, *Adult Students, Educational Interest, Educational Research, Full Time Students, *Learning Motivation, Postsecondary Education, Student Attitudes

To examine what motivates mature people to begin a full-time educational program, a study was made of students at the Institute of Continuing Education (Londonderry, Northern Ireland), which runs a one-year, full-time, academically intense program in liberal studies for mature students with or without formal educational qualifications. The study was conducted along the lines of a 1950s study by J. Blumler of students at Ruskin College (Oxford, England) and had similar findings. Interviews of twenty students were conducted, from which a questionnaire was developed which was administered to forty-one students. The Londonderry study detected three relatively independent components among the many reasons cited for application to the program: (1) a vocational or instrumental component, expressed as a desire for a formal qualification and university entrance; (2) a social relevence component, expressed as a desire for a job which is both satisfying and serves others; and (3) an intellectual/cultural component, expressed as a desire to complete education, to do some serious study, and to regain or build self-confidence. (Tables of data, notes, and references are included.) (LMS)

ED 171 939 CE 021 075

Petty, Reginald E.

Trends and Issues in Vocational Education; Implications for Vocational Education Research and Development. Occasional Paper No. 46.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Nov 78
Note-20p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 ($1.90)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Education, Economic Factors, Educational Legislation, *Educational Research, *Educational Trends, Guidance Personnel, Labor Market, Political Issues, *Program Effectiveness, Program Evaluation, School Community Relationship, School Industry Relationship, Unemployment, *Vocational Education, Vocational Education Teachers
Identifiers-Comprehensive Employment and Training Act, *National Advisory Council on Vocational Education, Youth Employment and Development Projects Act

Examining the trends and issues in vocational education, this speech focuses on the historical basis for vocational education, the current situation in vocational education, vocational education in the 1980's, the role of vocational education in economic development, and research related to these topics. Issues which are currently being discussed in congress, industry, and education are listed along with current problems affecting the success of vocational education in the area of transition from school to work. The implications for vocational education research are presented in the following four questions: (1) What economic impact does vocational education have? (2) Does the training one receives in vocational education make a smoother transition from school to work? (3) How well are current vocational education programs doing? and (4) Can vocational education help solve problems relating to welfare, crime, health, urban and rural development. Included is a question and answer series relating to the Bakke decision, unemployment, inflation, the youth employment and development project, competency-based testing, career centers, and area vocational-technical schools. (LRA)

ED 171 940 CE 021 351

Mattison, William H.

Experience Based Career Education. Annual Report. September 14, 1977-September 13, 1978.

Itawamba Junior Coll., Tupelo, Miss. Vocational-Technical Education Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Grant-G04-76-03003

Note-218p.; Photographs and some pages in the appendix materials may not reproduce well

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Education, Adults, *Career Education, *Career Exploration, Cooperative Education, Demonstration Projects, Disadvantaged Groups, Dropouts, *Educationally Disadvantaged, Educational Programs, Employment Experience, *Experiential Learning, Junior Colleges, Junior College Students, Occupational Information, Postsecondary Education, Secondary Education, Secondary School Students, Vocational Education, *Work Experience Programs

Identifiers-Appalachia, Experience Based Career Education, Mississippi

This annual report covers the second year of the three-year experience based career education (EBCE) project designed to provide educationally disadvantaged students (including secondary, postsecondary, adult and other types of clients) in the Appalachian area of Mississippi with on-site work experience, career exploration, current occupational information, and an individualized curriculum. Following a summary, the body of the report describes the EBCE program, initially a fifteen-week program but later expanded to be open-ended, as consisting of two phases: (1) orientation, including explanation of career exploration, testing inventories, introduction to the different training programs available at Itawamba Community Junior College, introduction to various occupations, and introduction to resources available for exploring careers; and (2) on-site experience, during which students explore two or more occupations. The document also contains a third party evaluation which gives background, a project description, evaluation results, discussion, and recommendations. Appendixes are entitled Learning Guide, Publicity Activities, Dissemination Activities, Community Advisory Council, Other Activities, EBCE Success Stories, Follow-up Survey, Enrollment Statistical Data, and Staff Development (LMS)

The Development, Assessment and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped. Final Report.

Council for Exceptional Children, Reston, Va.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Nov 78

Grant-G007604704

Note-166p.; Best copy available

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Administrative Policy, *Handicapped Students, *Manuals, Material Development, Program Development, *Vocational Education

Identifiers-Local Education Agencies

A project was designed to develop an administrative policy guide concerning vocational education for handicapped students for use by local education agencies. The project was initiated by collecting policies and policy-related materials from state education agencies and from selected local education agencies operating vocational education programs that include handicapped students. These materials were used to develop an administrative decision point checklist which identified as many key decisions as possible that were required to create and operate a modern vocational education program for handicapped students. The decision point checklist served as an outline for writing the policy guide. The guide went through several stages of development and [illegible] first reviewed by the project's working advisory committee and local administrators of vocational education programs for handicapped students. The second draft was reviewed individually and in group assesment workshops by numerous experts at the local, state, and national level in the fields of vocational education, vocational rehabilitation, and special education. (Included in the appendixes is a copy of the second draft of the guide.) (Author/JH)

ED 171 942 CE 021 362

OICs Gibboney (Richard A.) Associates, Inc., Kensington, Md.; Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007500395
Note-106p.; Some pages in this document will not reproduce well due to broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Attitude Tests, Change Strategies, Changing Attitudes, *Counselor Attitudes, *Counselors, *Culturally Disadvantaged, *Disadvantaged Youth, Industrial Arts Teachers, Industrial Education, Inservice Education, Learning Modules, Minority Groups, Reports, Research Projects, *Teacher Attitudes, Teacher Behavior, Vocational Education, *Vocational Education Teachers

As a result of the concern for minority and disadvantaged students' ability to relate the values and culture promulgated in schools to their own culture, a training program conducted in three school districts attempted to improve the attitudes and behaviors of teachers and counselors toward these students. A research study was conducted to (1) determine the impact of Opportunities Industrial Centers of America's treatment on the attitudes of teachers and counselors; (2) understand what type of attitudes a treatment of this type can effect; and (3) determine what underlying predisposition towards attitude change in teachers and counselors may affect the nature and magnitude of attitude change. Three instruments were used to pretest each group and posttest the group's attitude change. Findings indicate that the treatment program did produce the expected attitude changes in teachers and counselors. Three types of changes identified were in terms of content presented, the change orientation dimension, and concept values. The groups were not found to be different in respect to predisposition to change. (Teacher and counselor modules, a training session example, and survey instruments are appended.) (LRA)

ED 171 943 CE 021 402

Randolph, Harland
Black Leaders' Attitudes Toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study Nellum (A.L.) and Associates, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-54p.; Some pages may not reproduce well due to broken type; For a related document see CE 021 401
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Black Leadership, Black Students, Educational Administration, *Educational Needs, Employment Opportunities, Enrollment Influences, Federal Government, Financial Support, Graduation Requirements, *Job Training, *Policy Formation, Postsecondary Education, Program Development, Program Improvement, Relevance (Education), Secondary Education, *Vocational Education

A national survey of black leaders was conducted by federal vocational education administrators to help assure that programs meet the legislative mandate and are socially responsive to black students' needs. The first of three major survey questions ''Is it desirable for black students to enter and complete vocational education programs?'' was answered ''yes.'' This answer assumes that the program provides marketable skills and other benefits that outweigh negative aspects and preclude a tracking system. In answering question 2 ''What kind of vocational education programs will help more blacks successfully enroll in and complete the programs?'' six recommendations were formulated: relate training to available or emerging jobs; provide sound academic studies; arrange for on-the-job work experiences; increase the amount of stipends and number of scholarships; set high graduation requirements; provide placement services; and conduct follow-up studies. Question 3 ''How can vocational education programs better meet the training-employment needs of black students?'' was responded to with policy recommendations for training black youth to be employable. Based on study findings and policy panel and strategic advisors' opinions, the Office of Education made recommendations in seven areas: black involvement, goals and accountability, federal administration of vocational education, funding, occupational diversity, employment, and alternative occupational training programs. (JH)

ED 171 944 CE 021 403

IVA. Improving Vocational Administration. Final Report.
EPD Consortium D, Richardson, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007701875
Note-23p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Administrator Qualifications, Administrator Role, Educational Administration, Educational Needs, Higher Education, Inservice Education, Job Skills, Needs Assessment, Occupational Surveys, Preservice Education, Professional Continuing Education, *Professional Training, *Program Improvement, School Surveys, Skill Development, Staff Improvement, *Vocational Directors, *Vocational Education
Identifiers-*Texas

The Texas Improving Vocational Administration (IVA) project was conceived to improve preservice and inservice programs for vocational education administrators. Primary objectives were to (1) develop a method, including a survey, to determine existing inservice and preservice administrative training program competencies; (2) determine, using the survey, the programs' influence on the administrator's ability to meet the needs of special groups; (3) identify professional administrator competencies for vocational program responsibilities; (4) develop modular materials to meet administrators' needs; and (5) design and validate a training package to increase administrators' management skills. As a result of the needs assessment of practicing superintendents and principals and twenty-eight Texas higher education institutions, areas were identified for the development of instructional materials. Preservice/inservice training materials were arranged in six units: legislation affecting vocational education, vocational education funding and fiscal management, advisory councils, organizational and administrative structure, administration and supervision, and program planning. The unit format includes description, goal, objectives; resource readings; learner activities; self-assessment and answer key; and transparency masters. The materials were sent to participating universities for review and field testing. In addition, four workshops were held to introduce the materials to vocational education administrators. (CSS)

Thomas, Hollie B. And Others

Assessment of the Coordination of Vocational Education with Related Programs at the State and Local Levels.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date-May 79

Note-23p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Role, Articulation (Program), Communication Problems, *Community Agencies (Public), Community Coordination, Educational Coordination, *Interagency Cooperation, *Interagency Coordination, *Interagency Planning, Operations Research, Organizational Communication, Organizational Effectiveness, Program Administration, Program Coordination, Program Evaluation, Program Improvement, Program Planning, *State Agencies, Statewide Planning, *Vocational Education

Identifiers-*Florida

The Florida State Advisory Council on Vocational Education funded a study to determine the extent to which programs involved in vocational training represent a consistent, integrated, and coordinated approach to meeting vocational education, employment, and training needs of Florida, and to determine present and emerging patterns of governance of programs included in the study. Eight agencies who had working agreements with the Florida Division of Vocational Education and who deliver specific vocational instruction participated in the study. Data was collected through interviews with county and state level personnel in their respective agencies. Among the findings were (1) the various agencies have a high degree of consistency within their own agencies; (2) working relationships among agencies appear to correspond to the flow of money; (3) local agencies are not communicating to the same extent as state agencies; (4) program overlap was minimal; (5) the number of local agencies having working agreements with other agencies was low; (6) agencies studied were serving the minority population at a level equal to or greater than the minority representation in the county population; and (7) no attempt was being made at the local level to coordinate the number of trainees accepted in the various programs with labor market demands. (Recommendations of the authors are included.) (LRA)

Expanding Vocational Horizons: Innovative Approaches to Increasing Pre-Service Counselor Understanding of Vocational Education Opportunities.

Indiana Univ., Bloomington. Dept. of Counseling and Guidance.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-77
Note-133p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, Audiovisual Aids, *Changing Attitudes, *Counselor Training, *Learning Activities, Resource Materials, *Role Playing, Simulation, *Vocational Counseling, *Vocational Education

Including primarily interaction exercises to increase the counselor's understanding of vocational education opportunities, this training manual for school counselors is intended to (1) raise the awareness of the trainee; (2) revise the attitudes of the trainee; and (3) encourage action by the trainee. The activities are divided into three units which correspond to the three purposes stated above. Each activity is described in detail and is immediately followed by relevant printed materials which can be xeroxed for the program. An annotated bibliography of additional resources and a list of references are found at the end of each unit. Audio visual materials suitable for each section have also been listed at the end of each unit. This manual provides an adaptable framework for the counselor educator to use in a workshop or class format. (BM)

ED 171 947 CE 021 428

Bilingual Metric Education Modules for Postsecondary and Adult Vocational Education. Final Report.

Ellis Associates, Inc., College Park, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-G007604318
Note-21p.; For related documents see CE 021 429-436
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education, Agricultural Education, *Bilingual Education, Business Education, Educational Research, *Learning Modules, *Metric System, *Office Occupations Education, Postsecondary Education, Spanish Speaking, Technical Reports, Trade and Industrial Education, *Vocational Education

A project was conducted to develop three metric education modules for use with bilingual (Spanish and English) students in postsecondary and adult vocational education programs. Developed for the first section of each module, five instructional units cover basic metric concepts: (1) measuring length and finding area, (2) measuring volume, (3) measuring time and finding speed and acceleration rates, (4) measuring mass and power, and (5) measuring temperature and energy. The second major section of each module was designed to illustrate applications (presented in 6-7 units) of metric measurement to task performance and problem solving in one of three occupational areas: agriculture (grounds keeper, private pesticide applicator, agricultural mechanic, veterinarian assistant, grain elevator foreman, fence builder, and gardener); business and office (mail clerk, proofreader, clerk-typist, secretary, bookkeeper, office manager, and word processor), and trade and industrial occupations (draftsman, machinist, welder, automotive tune-up mechanic, electrician, and electronics service technician). Each module unit is organized into the following elements: objectives, suggested activities for instructor and student, information sheets, transparency masters, assignment and job sheets, and tests and answer keys. (JH)

ED 171 948 CE 021 471

Hamilton, James B. And Others

Implementing Performance-Based Teacher Education. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G05-77-00149

Note-299p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Accountability, Audiovisual Aids, Case Studies, Demonstration Projects, Evaluation Methods, Information Dissemination, *Performance Based Teacher Education, Professional Training, *Program Development, *Program Evaluation, Program Planning, School Surveys, Scripts, *Staff Improvement, Teacher Educators, Teacher Workshops, Technical Assistance

Identifiers-Purdue University IN, State University College Utica Rome NY, Temple University PA, University of Rhode Island, Utah State University

The purpose of this project was to assist selected vocational teacher education institutions in progressing toward implementing more fully functioning and broadly based performance-based teacher education (PBTE) programs. PBTE implementation problems, strategies, and solutions were identified and documented for use as a resource by others interested in implementing PBTE. From forty-two eligible sites, five leadership sites and fifteen other sites were selected to participate. Participants met to identify and prioritize PBTE implementation problems, identify viable strategies for solving these problems, and develop plans of action at each site. A second meeting was held to assess progress made and initiate specific plans for a dissemination workshop to share implementation strategies and related materials. Each workshop participant received data concerning the progress made by each leadership site, narrative comments prepared by each leadership site concerning problems and strategies, and six resource packages covering six key problem areas. Fifteen appendixes include a project description, status study instrument, planning worksheets, slide-tape scripts, case studies, and evaluation reports. (Author/LRA)

ED 171 949 CE 021 472

Carrick, James
Planting, Growing, Caring.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-May 79
Note-219p.
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50, plus postage)
Pub Type- Guides - Classroom - Learner (051) - Books (010) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Deaf, Greenhouses, Grounds Keepers, Instructional Materials, Nursery Workers (Horticulture), *Ornamental Horticulture, Secondary Education

Six units of instruction are provided in this manual designed for deaf students enrolled in an ornamental horticulture program. Unit 1 contains

eight lessons (pictures and names) on tool and equipment identification (e.g., cutting and pruning tools, lawn and garden equipment, and power equipment). Unit 2 provides ten lessons on the care of tools and equipment. Topics include the storage of tools, sharpening a hoe, starting a lawnmower, and changing the lawnmower oil. Unit 3 contains twenty-two lessons on greenhouse practices, including types of greenhouses, soil testing, starting seeds, repotting, and watering greenhouse plants. Nine lessons on nursery practices are provided in unit 4. These practices include moving a tree or shrub, plant propagation, and pesticide handling safety. Unit 5 contains fourteen lessons on grounds maintenance. Topics include pruning, seeding a lawn, staking trees, and fertilizing trees and shrubs. Finally, unit 6 provides eight lessons on floral design, including making a boutonniere, corsage, and Christmas wreath. A multiple choice test accompanies each unit. (JH)

ED 171 950 CE 021 475

Winkfield, Patricia Worthy And Others

Career Planning Programs for Women Employees: Review of the Literature. Research and Development Series No. 134.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-77

Grant-G007604056

Note-32p.; For related documents see CE 021 475-478

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education Programs, *Career Development, Career Education, *Career Planning, *Educational Programs, Females, Labor Force, *Occupational Guidance, Self Concept, Sex Discrimination, Sex Fairness, Sex Role, *Socialization, Status, Theories, *Working Women

This literature review for the project ``Career Planning Programs for Women Employees'' reviews the status of women in the labor force, the relationship between socialization and careers, career development theories, and women's career patterns. This material serves as background for the last section, which is on women's career planning programs cited in the literature. Information on a number of programs for adult women, employed or not, is included in the report. The authors, in summary, suggest that the review tends to reinforce the the beliefs that women (1) have made significant contributions to the nation's economy, (2) require further study in regard to their career patterns, and (3) like men, can benefit from support services. (CSS)

ED 171 951 CE 021 477

Winkfield, Patricia Worthy And Others
Career Planning Programs for Women Employees. Annotated Bibliography. Research and Development Series No. 136.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007604056
Note-41p.; For related documents see CE 021 475-478
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Development, *Career Planning, *College Programs, *Employer Employee Relationship, *Program Design, Womens Education, *Working Women

This forty-page annotated bibliography includes specific information on career planning programs for women employees (or activities of such programs). Program listings appear alphabetically by community and junior college and alphabetically by employer. An index by state is also provided. Listings include name of college or employer, contact person, address, unit offering the program or activities (e.g., personnel division), type of programs or activities offered (e.g., assertiveness training workshops, counseling), program goals and objectives, and planning methods (e.g., post-workshop critiques and evaluations). (The bibliography is one of a series of four publications for the project Career Planning Programs for Women Employees.'' The other three publications are a review of the literature CE 021 475 ; the results of a national survey CE 021 476 ; and a prototype program CE 021 478 .) (CT)

ED 171 952 CE 021 478

Vetter, Louise And Others

Career Planning Programs for Women Employees: Prototype Programs. Research and Development Series No. 137.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-77

Grant-G007604056

Note-74p.; For related documents see CE 021 475-477

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Development, *Career Planning, College Programs, Employer Employee Relationship, *Program Design, *Program Development, Reports, Research, Womens Education, *Working Women

A project was conducted to develop three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status. A national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. Instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program. Among the panel's conclusions were these: (1) a majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals, and (2) those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs. Development suggestions for career planning programs for employed women make up the bulk of the document. (CT)

ED 171 953 CE 021 499

Abramson, Theodore

Cost Benefit and Job Analyses in Vocational Education Evaluation.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, *Cost Effectiveness, Curriculum Planning, Efficiency, *Job Analysis, Job Skills, Postsecondary Education, Program Content, *Program Effectiveness, *Program Evaluation, Program Improvement, Program Planning, Secondary Education, Task Analysis, Vocational Education

Identifiers-Comprehensive Occupational Data Analysis Programs

Two major areas of concern to vocational education are cost benefit and job and task analysis. In recent years vocational education has broadened its outlook in terms of general human development, but the historical context of vocational education and concerns for accountability require evaluation of vocational education programs to consider cost factors and the relationship of programs to the world of work. The computer capabilities of the Comprehensive Occupational Data Analysis Program (CODAP) system and similar systems, such as the Vocational and Technical Education Consortium of the States (VTECS) that are in the process of being developed, have rather direct implications for planning and evaluation. Task analysis may serve as a basis for curriculum planning and can lead to statements of behavioral objectives and criterion-referenced measures that assess student learning. A CODAP-type system can help occupational educators derive listings of tasks that are required of employees at different levels. This system can be useful in evaluating program outcomes and estimates of the cost and benefits of these outcomes. Two concepts that have been useful in arriving at estimates in cost effectiveness studies are the staging concept and the seriousness index. (A sample task analysis is appended.) (LRA)

Kay, Evelyn R.
Occupational Education: Enrollments and Programs in Noncollegiate Postsecondary Schools, 1976.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-78
Note-46p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01884-5)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, Business Education Facilities, Content Analysis, Correspondence Schools, Cosmetology, *Enrollment, Females, Flight Training, Health Occupations Centers, Males, Office Occupations Education, Part Time Students, Postsecondary Education, Private Schools, *Programs, Public Schools, Racial Composition, School Surveys, *Student Characteristics, Students, *Teacher Characteristics, Technical Institutes, Trade and Industrial Education, Tuition, *Vocational Education, Vocational Education Teachers, Vocational Schools

An analysis of statistical data is used to examine enrollments and programs in noncollegiate postsecondary schools. A number of factors are reviewed including enrollment and size of public and private noncollegiate postsecondary schools; sex characteristics, age, and racial/ethnic background of students; offerings, length, and charges of programs; employment facts, sex characteristics, and full-time/part-time status of staff; teacher/student ratios; and correspondence of school facts. A few of the reported findings are (1) in 1976 nearly 8,500 public and private noncollegiate postsecondary schools offered instructional programs leading to occupational objectives; (2) more than a fourth of the public schools had enrollments of 500 students or more compared with only 4% of the private schools in the same size category; (3) in 1976 women made up 51% of the total school enrollment in noncollegiate postsecondary schools; (4) the average enrollment age was 26.2 years; (5) the majority, 70.1% of students in schools that reported racial/ethnic groups, was white; and (6) nearly 27,300 programs were offered by public and private postsecondary schools in 1976. The appendixes contain the statistical tables on which the report is based, technical notes, and survey questionnaires sent to the school sample, correspondence schools, and schools not in the sample. (CSS)

ED 171 955 CE 021 510

Maguire, Thomas O. And Others
Development of Scales on Attitudes towards the World of Work. (Executive Summary).
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Mar 79
Note-48p.; For a related document see CE 021 511
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness, Employment Opportunities, Item Analysis, Relevance (Education), Secondary Education, *Student Attitudes, *Test Construction, *Test Reliability, Test Results, *Validity, *Work Attitudes
Identifiers-Alberta

A study was commissioned to develop and validate a test to assess the attitudes of Alberta (Canada) students toward the world of work. The following five dimensions were delineated for consideration: (1) attitudes toward earning a living; (2) perceptions about employer expectations; (3) perceptions about available opportunities; (4) relevance of school preparation for employment; and (5) characteristics of desirable jobs. Two preliminary forms of the instrument were created, each consisting of 125 items. Approximately 360 students in grades eight and eleven were administered these forms. Based on these results, a revised instrument consisting of 75 items that were grouped into 15 scales was prepared and administered to 467 ninth grade students and 568 twelfth grade students. Overall item results indicated that the work ethic is deeply entrenched in Alberta students and that they appear confident in their ability to succeed. Validity of the scales were examined by checking differences based upon junior and senior high school responses, sex, school program, job aspiration, holders of part-time jobs, students with full-time summer job experience, and comparisons with certain groups selected for closer experimentation. The results of the analyses supported the validity of the revised instrument. Results of the reliability studies were not conclusive. (The instrument and administrator's manual are appended.) (BM)

ED 171 956 CE 021 511

Maguire, Thomas O. And Others

Development of Scales on Attitudes towards the World of Work.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date-Mar 79

Note-228p.; Not available in hard copy due to small, faint print; For a related document see CE 021 510 ; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, Employment Opportunities, Item Analysis, Relevance (Education), Secondary Education, *Student Attitudes, *Test Construction, *Test Reliability, Test Results, *Validity, *Work Attitudes

Identifiers-Alberta

A study was commissioned to develop and validate a test to assess the attitudes of Alberta (Canada) students toward the world of work. An instrument was needed to examine the following five areas of concern: (1) attitudes toward earning a living; (2) perceptions about employer expectations; (3) perceptions about available opportunities; (4) relevance of school preparation for employment; and (5) characteristics of desirable jobs. Two pilot instruments were administered to approximately 360 students in grades eight and eleven. Analyses of the student opinions resulted in an instrument of 75 items which could be grouped into the following 15 scales: preparation by school, interest and variability in jobs, diligence, laziness, job security, positive employer characteristics, independence, money, ambition, locus of control, confidence in succeeding, negative employer characteristics, social relations, attitudes toward unemployment, and general attitudes toward earning a living. The revised instrument was administered to 467 ninth grade students and 568 twelfth grade students. The students were sampled from eight separate geographic locations in Alberta. Analyses of the student opinions indicated that the scales were relatively independent of each other, were structurally valid, and should be retained in the revised instrument. Several attempts were made to examine the validity and assess the reliability of the subscale scores. (Results are reported in detail in this technical report and are summarized in a companion document, CE 021 510.) (Author/BM)

ED 171 957 CE 021 537

Napier, Leedee Stocker
Practical Business: Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date- 77
Note-488p.
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business, *Consumer Economics, *Consumer Education, *Consumer Protection, Credit (Finance), Fringe Benefits, Health, Housing, *Investment, Laws, *Purchasing, Recreation, Taxes, Transportation

Ten units on practical business are presented in this instructor and student guide. Each instructional unit contains objectives, suggested activities, information sheets, assignment sheets, transparency master, a test, and test answers. Unit topics are (1) before you buy (comparative shopping and wise purchasing techniques); (2) when things go wrong (consumer complaints and laws); (3) planning credit buying (use and misuse of credit); (4) your transportation (buying, financing, and insuring a car); (5) your housing (choosing, financing, and insuring a home); (6) your health (health care costs, professionals, and insurance); (7) your employment (payroll deduction, social security benefits, and union practices); (8) your taxes (deductions and tax forms); (9) your savings and investments (compounding interest, stocks and bonds, and tax shelter plans); and (10) your leisure time (costs, sports, and hobbies). (CT)

Guide for Integrating FBLA into the Classroom. Bulletin No. 8202.

Future Business Leaders of America, Phi Beta Lambda, Inc., Reston, Va.
Note-310p.; Reprinted by Wisconsin Department of Public Instruction; Colored pages may not reproduce clearly
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Accounting, Bookkeeping, Business Communication, *Business Education, *Business Skills, Data Processing, Filing, Individual Development, Leadership Responsibility, Office Machines, *Office Occupations Education, Recordkeeping, Secondary Education, Stenography, Typewriting, *Youth Clubs
Identifiers-*Future Business Leaders of America

Designed to enrich and strengthen the students' interest and knowledge of business and the Future Business Leaders of America (FBLA), this curriculum guide provides business instructors with teaching strategies and student learning activities to complement and supplement the existing instructional program. The guide consists of six sections: accounting, basic business, office procedures, personal development, shorthand, and typing. Each section contains several student learning activities and solutions, when needed. All learning activities relate to FBLA. Each activity specifies a student performance objective, instructions, and learning activities. (LRA)

ED 171 959 CE 021 546

Anton, Thomas J. And Others
The Planning Papers for the Vocational Education Study. Vocational Education Study Publication No. 1.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-77-0076
Note-342p.; For a related document see CE 021 547
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Data Bases, Educational Planning, *Educational Policy, Educational Research, *Federal Aid, *Federal Legislation, Federal Programs, Governance, Policy Formation, *Program Evaluation, Rural Education, Sex Fairness, Special Education, *Vocational Education
Identifiers-Vocational Education Amendments 1976

Fourteen planning papers commissioned by the National Institute of Education in preparation for a study of vocational education are presented. The papers are organized into four sections. Section one deals with selected features of federal grant-in-aid programs and contains these papers: On Implementing the Vocational Amendments of 1976'', Distribution and Allocation of Funding for Vocational Education'', Federal and State Governance of Vocational Education'', and Research Issues for Vocational Education: Compliance and Enforcement of Federal Laws''. Two papers on quantitative data sources are presented in section two: The Vocational Education Data Base'' and Effects of Vocational Education Programs: Research Findings and Issues.'' The third section deals with issues in program evaluation. The papers are The Phoenix of Vocational Education: Implications for Evaluation'', The Effects of National Policy on Vocational Education Evaluation'', and Vocational Education: Education or Short-Run Training Program?''. The last section treats selected aspects of vocational education policy. Papers are The Role of Vocational Education in the Nation's Employment and Training Programs'', Vocational Education in Rural America: Current Problems and Prospects'', Race and Sex Compliance Issues in Vocational Education'', Vocational Education for Special-Needs Students'' and Vocational Education as a Strategy for Eliminating Poverty.'' (JH)

ED 171 960 CE 021 547

Hughes, Ruth P. And Others

The Planning Papers on Consumer and Homemaking Education Programs. Vocational Education Study Publication No. 2.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-77-0076

Note-310p.; For a related document see CE 021 546

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Consumer Education, Curriculum Development, *Curriculum Evaluation, Educational Planning, *Federal Legislation, *Homemaking Education, *Program Effectiveness, *Program Evaluation, *Program Planning

Identifiers-Education Amendments 1966

Three papers focusing upon the beliefs and issues confronting professionals concerned with consumer and homemaking education programs are presented. The first paper Consumer and Homemaking Education Today'' (R. Hughes), examines the questions of content and audience from a curriculum development view. The status of programs using evidence of program effectiveness from existing data is discussed. Suggesting research needed and possible approaches for studies, the paper concludes with implications for programs, funding allocations, and legislation. The second paper, Assessment of Consumer and Homemaking Education'' (A. Cross), discusses criteria for determining the effectiveness of curriculum in consumer and homemaking education. Two major criteria are suggested: meeting needs of the various groups targeted by legislation and the competencies essential for the homemaker. Types of studies needed when evaluating a program are suggested. The paper concludes with a rationale for consumer and homemaking education as a part of vocational education. The third paper, Legislation for Consumer and Homemaking Education: Social Implication'' (E. Simpson), examines the role of consumer and homemaking education in the Education Amendments of 1966, and selected characteristics of the American family and relevant social issues having implication for home economics and for related legislation. The purposes of home economics and the role of such programs in vocational and general education are also presented. The paper concludes with a discussion of future alternatives. (JH)

ED 171 961 CE 021 573

Merchandising Your Job Talents. Revised Edition.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-29p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00304-1)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, *Employment Interviews, Employment Opportunities, *Employment Qualifications, *Job Application, *Job Search Methods, *Job Skills, Resources, Self Evaluation

This booklet is a guide for job applicants. It offers suggestions on (1) how to perform a self-appraisal and where to find out about job qualifications, (2) how to prepare a resume, (3) how to write a letter of application, (4) where to go for information on job opportunities, and (5) how to present employment qualifications in the job interview. Sample resumes and a letter of application are included. Also, the guide offers tips on planning time, taking tests, and learning to profit from job interviews. (CSS)

ED 171 962 CE 021 580

Brammell, H. L. And Others

Cardiac Rehabilitation. A Handbook for Vocational Rehabilitation Counselors.

Webb-Waring Lung Inst., Denver, Colo.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-79

Grant-RSA-16-P-56815

Note-122p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Anatomy, *Cardiac (Person), Cardiovascular System, *Counselors, Medical Evaluation, Physical Characteristics, Physiology, *Vocational Rehabilitation

Basic information about heart disease and functional capacity assessment and its application to activity/job counseling are presented in this handbook for vocational rehabilitation counselors. Sections include the following: impact of heart disease; basic anatomy and physiology (e.g., the heart, pulmonary circulation, causes of cardiac pain, and cause of rhythm abnormalities); types of heart disease (e.g., congenital, acquired, rheumatic, pericardial, pulmonary, and primary myocardial); causes of disability in cardiac disease (e.g., heart failure, arrhythmias, and psychosocial adaptations); evaluation of disability (e.g., basic required data, additional procedures including stress evaluation, Holter monitor, cardiac catheterization, and vocational evaluation); and rehabilitation in cardiac disease (principles of cardiac rehabilitation; in-hospital rehabilitation; post-hospital rehabilitation; and medical, surgical, psychosocial, and vocational management). Concluding the handbook is a list of selected readings and a glossary of terms. (JH)

ED 171 963 CE 021 585

The Effects of Structural Employment and Training Programs on Inflation and Employment. Hearings before the Joint Economic Committee, Congress of the United States, Ninety-sixth Congress, First Session. (February 9 and 21, 1979).

Joint Economic Committee, Washington, D.C.
Pub Date-Feb 79
Note-127p.; Not available in hard copy due to small print throughout
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Employment Level, *Employment Problems, *Employment Programs, Employment Projections, Employment Trends, *Inflation (Economics), Job Market, Job Training, *Labor Market, Manpower Development, Minority Groups, Minority Role, *Unemployment, Youth Employment
Identifiers-Comprehensive Employment and Training Act

Hearings on the effects of structural employment and training programs on inflation and unemployment are presented. The purpose of the hearings is to determine the best approach or mix of approaches to combat structural unemployment. The document is arranged in four parts. The first section presents six witnesses and statements before the Joint Economic Committee of Congress on February 9, 1979. The second section includes six witnesses and statements before the committee on February 21, 1979. A total of nine prepared statements, submitted for the record, are included in sections 3 and 4. The White Paper on the New Comprehensive Employment and Training Program'' and a report on Programs to Reduce Structural Unemployment'' are appended. (LRA)

ED 171 964 CE 021 587

Minnich, Brenda S.

4-H Intergenerations Project. A Summary Report.

National Four-H Club Foundation, Washington, D.C.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-Nov 78

Note-18p.; Some appendix pages will not reproduce well due to broken type; For a related

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, Citizen Role, Communication Skills, Community Action, Community Cooperation, *Community Involvement, *Extension Education, *Group Activities, Group Relations, Outreach Programs, Program Development, *Senior Citizens, *Staff Improvement, *Teenagers, Youth, Youth Clubs

Identifiers-*Intergenerational Programs, National 4 H Center

This project was conducted as an experiment in the implementation of the guidelines set up by the agents' manual of the Texas study, SKILLS (Seniors and Kids Involved in Learning Life's Skills). Objectives of the intergenerational program included the following: (1) to further the work started by the SKILLS study, (2) to offer a variety of opportunities for helping the young and young at heart'' to develop new modes of communication, (3) to offer opportunities for interaction in a learning and helping atmosphere in a two-way relationship, (4) to develop guidelines for a learning laboratory, (5) to increase community involvement in the Cooperative Extension Service, (6) to enhance the spirit and mental well-being of older adults, (7) to develop an advisory planning committee, and (8) to identify and catalog the senior citizen organizational network within Prince George's County. Guidelines and recommendations are given for compiling the senior citizen network guide, contacting 4-H teenagers, contacting senior citizens, and bringing each together for some type of activity. (The SKILLS program description and questionnaires used by the project are appended.) (LRA)

ED 171 965 CE 021 592

Food Stamp Program; Cashier Training Manual. New Rules.
Department of Agriculture, Washington, D.C.
Report No.-DA-PA-1176
Pub Date-Nov 78
Note-55p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Employee Responsibility, Federal Regulation, Food Stores, Job Training, *Sales Workers
Identifiers-*Food Stamp Program

Rules concerning the Food Stamp Program are explained in this booklet designed for store clerks who handle food stamp transactions. The material is presented in a question-and-answer format and is organized under the following topics: what food stamps can buy; cash for nonfood items; separate elibible food from nonfood items; food stamp identification; loose food stamps; making change; and equal treatment of food stamp customers compared to cash customers. (JH)

ED 171 966 CE 021 593

Nurse Training Act of 1975: Second Report to the Congress, March 15, 1979 (Revised).

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.-DHEW-HRA-79-45
Pub Date-Mar 79
Note-247p.; Some of the tables in this document may not reproduce well due to small print; For a related document see CE 015 936
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Degree Requirements, Employment Patterns, *Employment Projections, *Employment Qualifications, *Employment Statistics, Employment Trends, *Geographic Distribution, *Labor Supply, *Models, *Nurses, Salaries
Identifiers-Nurse Practitioners

In compliance with section 951 of Public Law 94-63, this second annual report presents and anlayzes information on the supply and distribution of and requirements for nurses. Chapter 1 presents three models on the requirements for nursing personnel in the nation: The Vector Model (impact of health system changes), Pugh Roberts Model (the system dynamics national model), and the Western Interstate Commission on Higher Education (NICHE) Model (the state model approach to requirements). Supply models and supply projections are discussed in chapter 2. Chapter 3 examines supply and requirements comparisons, including a national overview, registered nurses with advanced training, and nurse practitioners. Chapter 4 discusses factors affecting supply and requirements: new additions to the nursing population, characteristics of the licensed nurse population, employment distribution, and average compensation of nursing personnel. Chapter 5 examines the distribution of supply and requirements in the states. Finally, chapter 6 presents conclusions about aggregate national supply and requirements. The appendix includes a copy of section 951 and report tables. (JH)

ED 171 967 CE 021 596

Joestgen, John G.
Parliamentary Procedure for the FFA Member.
Wisconsin State Dept. of Public Instruction, Madison
Pub Date-Mar 78
Note-48p.; For a related document see CE 018 656
Pub Type- Guides - Classroom - Learner (051)
[illegible]RS Price - MF01/PC02 Plus Postage.
Descriptors-Instructional Materials, *Parliamentary Procedures, Secondary Education, Standards
Identifiers-*Future Farmers of America, Wisconsin

Information and examples concerning parliamentary procedures are presented in this instructional manual written for Wisconsin Future Farmers of America (FFA) members and FFA parliamentary procedure teams. Topics include the following: secretary minutes (bylaws, officers, quorum, order of business, meeting and session, introducing business, assignment of the floor, methods of voting, and general consent); classification of motions (main motion, subsidiary motions, privileged motions, incidental motions, and motions that bring a question again before the assembly); main motions; subsidiary motions (postpone indefinitely, amend, refer, postpone to a certain time, limit or extend limits of debate, previous question, and lay on the table); privileged motions (call for the orders of the day, raise a question of privilege, recess, adjourn, and fix the time to which to adjourn); incidental motions (point of order, appeal, suspend the rules, object to the consideration of question, division of questions, division of assembly, methods of voting, nominations, parliamentary inquiry, and point of information); and motions that bring something previously adopted). A glossary of terms concludes the manual. (JH)

ED 171 968 CE 021 619

Kaufman, Jack J. And Others

A Report of a Study of Sex Bias Perceptions in Idaho Vocational Programs. Final Report.

Idaho State Univ., Pocatello.

Spons Agency-Idaho State Board of Vocational Education, Boise.

Pub Date-12 Sep 79

Note-80p.; Not available in hard copy due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, Counselor Attitudes, *Enrollment, Enrollment Influences, Postsecondary Education, Secondary Education, *Sex Discrimination, *Sex Fairness, Teacher Attitudes, *Teacher Employment, *Vocational Education, Vocational Education Teachers

Identifiers-*Idaho

A study was conducted to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the state of Idaho. The following three objectives were developed: (1) to determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently being funded in the state; (2) to assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the state; and (3) to collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state. The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective. The study found that Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community. (BM)

ED 171 959 CE 021 632

Equalizing Access to Vocational Centers.
Associated Educational Consultants, Inc., Pittsburgh, Pa.
Spons Agency-Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.
Pub Date-Apr 79
Note-170p.; Some pages in this document may not reproduce well due to being printed on colored paper
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Enrollment Influences, *Parent Influence, Postsecondary Education, Secondary Education, *Vocational Directors, Vocational Education, *Vocational Education Teachers, *Vocational Schools
Identifiers-*Vermont

A study was conducted to identify factors which inhibit the ability of Vermont secondary school students to enroll or maintain enrollment in a vocational education program. At fifteen vocational centers and their feeder high schools, self-administered questionnaires were given to vocational program students and non-program students, as well as to their parents. Vocational center personnel teachers, counselors, etc. were also given the questionnaire. Among the results were the following: parents, followed by counselors, were identified as the individuals having had the most influence on choice of curriculum; and most centers conduct programs in the feeder high school to inform students about the vocational centers. Recommendations included: (1) a public relations program to inform parents and students about the opportunities in vocational education; (2) vocational centers must be flexible to meet the changing needs of the job market; and (3) a definite, written recruitment policy, worked out between the centers and the feeder schools, is needed. (Sample interviews, surveys, and worksheets are appended.) (CT)

ED 171 970 .CE 021 634

Karnes, M. Ray

Alternative Work Experience Programs. Final Report.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Grant-OEG-0-74-1684
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, Career Development, Caucasians, *Cooperative Programs, *Educational Alternatives, Educational Research, Employer Attitudes, Females, Financial Problems, Jobs, Labor Force Nonparticipants, Males, Minimum Wage, Parent Attitudes, Part Time Jobs, Questionnaires, Secondary Education, Student Attitudes, *Unemployed, Vocational Education, *Work Attitudes, Work Experience Programs, *Youth Employment
Identifiers-*Mississippi

A study was conducted in six south central Mississippi counties (1) to determine the incidence of part-time employment of in-school youth by age, grade, sex, and race; (2) to determine types of part-time jobs held by youths while in public school and their available work experience alternatives; (3) to obtain employed youth and their parents' reactions toward youth work in relation to school and future career plans; and (4) to ascertain barriers to part-time youth employment as preceived by youth, parents, and employers. Through questionnaires and interviews data was obtained from 100 cooperative vocational program students, their parents and employers; and 100 students not in the cooperative program, their parents and employers. Major findings were: youth aged 14 and 15 accounted for 30.9% of those employed between ages 14 and 19; except in the cooperative program employed males outnumbered females two to one; black males held a proportionate job share, but black females did not. Chain stores and restaurants provided one-third of youth jobs. Youth, their employers, and parents viewed the minimum wage requirement as a major youth employment barrier. Cooperative students, their parents and employers were much more favorably disposed toward work than were their counterparts. The cooperative model was recommended for study by those interested in enhancing work and school experiences of employed youth. (Author/CSS)

ED 171 971 CE 021 640

Individual and Family Resource Management. Oregon State Dept. of Education, Salem.
Pub Date- 77
Note-96p.; For related documents see CE 021 643-644, and ED 160 789
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Decision Making, Educational Objectives, *Family Management, *Family Resources, *Home Economics, Learning Activities, Money Management, Resources, Secondary Education
Identifiers-*Goal Based Planning, *Oregon

This curriculum guide on individual and family resource management is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make rational decisions in managing personal and family resources), six suggested program goals (e.g., the student will be able to relate concepts of money, time, and energy to individual and family resource management); fifty-five suggested course goals (e.g., the student will be able to explain the role of credit in overall financial planning); and over 600 suggested learning experiences (e.g., investigate sources of loans in your community and compare in terms of security required, interest rates, payments and repayment periods allowed, and share findings in class). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

ED 171 972 CE 021 643

Living Environments. Oregon State Dept. of Education, Salem.
Pub Date-78
Note-111p.; For related documents see CE 021 640, CE 021 644, and ED 160 789
Available from-Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cultural Environment, Educational Objectives, *Environment, *Environmental Influences, Family Environment, *Home Economics, Learning Activities, Physical Environment, Secondary Education, Social Environment

This curriculum guide on living environments is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat); five suggested program goals (e.g., the student will be able to evaluate the impact of environments on people); sixty-seven suggested course goals (e.g., the student will be able to identify the essential ingredients in the environment that affect individual and family well-being); and over 650 suggested learning experiences (e.g., collect newspaper articles related to a current environmental issue, identify effects of possible solutions, and relate the advantages and disadvantages in class. Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

ED 171 973 CE 021 644

Human Development and the Family. Oregon State Dept. of Education, Salem.

Pub Date-78

Note-112p.; For related documents see CE 021 640, CE 021 643, and ED 160 789

Available from-Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 ($2.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Objectives, *Family Life, *Home Economics, *Human Development, Human Relations, Learning Activities, Secondary Education

Identifiers-*Goal Based Planning, *Oregon

This curriculum guide on human development and the family is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to incorporate the concepts of human development and family living into relationships with adults, peers, and children within the family and society); four suggested program goals (e.g., the student will be able to use knowledge of the family to promote effective family functioning); fifty-three suggested course goals (e.g., the student will be able to analyze family-member roles); and over 550 suggested learning experiences (e.g., analyze your own family by listing the roles and responsibilities of each family member as you perceive them to be, interview one adult member of your family to find out what roles and responsibilities he or she feels each family member has, and compare your list with the adult list, noting differences and similarities). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

ED 171 974 CE 021 647

Atteberry, James W.

A Model for Planning Vocational Education Via Mathematical Modeling. (Technical Report).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Note-29p.; Paper presented at the national conference, Improving State Level Vocational Planning and Evaluation,'' (Columbus, Ohio, (February 5-8, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computers, *Mathematical Models, Objectives, Operations Research, Postsecondary Education, Problems, Program Improvement, *Program Planning, Secondary Education, *Vocational Education

A project was developed to link together the computer and an operations research technique (goal programming) and to bring them to bear on problems in improving vocational education planning. The process involves using the computer to solve a mathematical model designed to determine trade-off values among alternative goals and plans. Simulating the relationships among goals, constraints, and variables enables the planner to explore the effects of alternative actions. Typical vocational education goals center on training-related placements, completers' labor force participation, number of students to be served, completers' continuing education, completers' wages. dropout reduction, increasing employment options, serving disadvantaged/handicapped, eliminating sex stereotyping, and social-political goals. Constraints include limited job openings, limited budget/facilities, students available, and student interest. Decision variables, goals, and constraints are placed into an equation. The final step in developing the model is the formulation of an achievement function. Steps involved in model application are: identify goals and constraints, gather relevant data, put data into computer, apply the model, and interpret the results. The model is applicable to planning at the state level (for example, it was applied in Missouri) or regionally within the state. (CSS)

Plotsky, Frances And Others
Survey of Returning Male Students.
Texas Univ., Austin. Office of the Dean of Students.
Pub Date- 76
Note-27p.; Some appendix materials may not reproduce well due to small print; For related documents see CE 021 675-76
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Students, Career Planning, *Educational Needs, Educational Research, *Financial Needs, *Higher Education, *Information Needs, *Males, Married Students, Relevance (Education), Role Perception, Student Attitudes, Student Characteristics, Student Role, Veterans
Identifiers-University of Texas Austin

A study was developed to determine a profile of the University of Texas (U.T.) at Austin returning male student, his purpose for returning to higher education, his concerns related to his role as a student, and his preferences for programs. A questionnaire was prepared and mailed to 407 newly-admitted male Austin residents, 25 years old or over. Twenty-five percent of the questionnaires were returned. The questionnaire obtained demographic data, financial and employment data, military service information, period of interrupted study, academic information, concerns, and program needs. Survey results indicated (1) most are married, white, ages 25-29, with no children; most were Vietnam veterans; (2) they are career-oriented 76% checked this as the reason for returning to school; (3) financial concerns including budgeting for education and living on a reduced income were predominant; (4) 37% listed their income as $5,000 or below 66% listed veterans' benefits as a major income source; (5) 72% were pursuing advanced or professional degrees; and (6) 65% requested programs on U.T. student services, 40% requested a session on getting around U.T., and only 11% requested marriage counseling. Six recommendations were made. For example, the first recommendation was that school aid for those experiencing financial difficulties should be explored or established. (The questionnaire is appended.) (CSS)

ED 171 976 CE 021 675

Plotsky, Frances Ohm, Susan

A Follow-up Study of Returning Students A Concentration on Women.

Texas Univ., Austin. Office of the Dean of Students.

Pub Date- 76

Note-56p.; Some of the tables in this document may not reproduce well due to small print; For related documents see CE 021 674-676

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *Adult Students, Career Choice, Employment, *Females, Financial Problems, Followup Studies, Higher Education, Married Students, Part Time Students, Questionnaires, Research, *Student Attitudes, *Student Characteristics, Student Personnel Services, *Student Problems, Surveys, *Womens Education

Identifiers-*University of Texas Austin

The office of Services for Returning Students (SRS) at the University of Texas (U.T.) at Austin conducted a follow-up study of men and women students who had visited the office from February 1969 to the end of 1971. The study ascertained the average interval between periods of formal education, the fulfillment of educational goals, and the use of education for a subsequent career. A questionnaire was mailed to a random sample of 368 students who had visited SRS. Respondents included 102 women, 3 men and 2 unidentified respondents. Respondents were 25 to 60 years old. Due to this pattern, the findings relate to women. Findings indicated that (1) women compared to men utilized services approximately at a 3:1 ratio, yet there are twice as many men as women over 25 years old at U.T.; (2) the average educational interruption was 10-14 years; (3) most respondents were married; (4) 60% earned letter grades of between A and B; (5) after leaving U.T. 51% were employed almost one-fourth did not find employment in their academic area; (6) most carried a part-time course load; (7) 48% had completed their educational goals; (8) financial problems were most frequently indicated as the reason for dropping out of school; and (9) 58% knew about campus placement services. but only 21% used the services. (The survey instrument and results are included.) (CSS)

Gottfredson, Linda S.
Aspiration-Job Match: Age Trends in a Large Nationally-Representative Sample of Young White Men.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-JHU-CSSOS-268
Pub Date-Dec 78
Grant-NIE-G-76-0075
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Career Change, *Career Development, Caucasians, Change Strategies, *Changing Attitudes, *Congruence, Employment Potential, Job Development, Job Enrichment, *Job Satisfaction, Males, National Surveys, *Occupational Aspiration, Occupational Surveys, Promotion (Occupational), Self Actualization, Self Concept, Trend Analysis, Vocational Adjustment, *Vocational Counseling
Identifiers-Hollands Occupational Typology

In order to learn how people may alter or reconcile their aspirations and jobs during their career development, this study examined the match between vocational aspirations and actual jobs of white young men and older men. Age trends in the match between vocational aspirations and actual jobs were studied in a nationally representative sample of 3,730 white men aged sixteen to twenty-eight who were interviewed yearly over a five-year period. Findings indicate that as the youth aged, higher agreement between jobs and aspirations (classified according to Holland's typology) occurred. In addition, the distributions of both aspirations and actual jobs differed with age. Larger proportions of the older men were engaged in enterprising work, and the distribution of aspirations, which at age sixteen diverged markedly from the distribution of jobs, resembled that distribution more closely by age twenty-eight. (Implications for changing strategies of vocational counseling and research are included.) (Author/CRA)

ED 171 978 CE 021 716

CE: Implementing Career Education. Resources Guide.
California State Dept. of Education, Sacramento.
Pub Date-79
Note-56p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($0.85)
Pub Type- Guides - General (050) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Community Resources, *Federal Programs, Human Resources, Program Development, *Publications, *Resource Centers, Resource Guides, Resource Materials, *State Programs
Identifiers-California, United States

In this guide four career education resource areas are identified in four sections. In section 1 community resources are discussed in terms of finding material and human resources, conducting a community survey, coordinating and consolidating resources, and examining exemplary practices. Four exhibits are included: (1) individual career resources questionnaire, (2) general career education opportunities survey, (3) survey of community resources for career education and placement, and (4) military installation education resources survey. The second section presents state and federal career education programs in California. Section 3 identifies the sixteen ERIC Clearinghouses, the San Mateo Educational Resources Center, and the National Center for Career Education. The final section lists publications of stable departments of education, regional career guidance centers, the federal government, and the California Personnel and Guidance Association. In addition, the section lists publications on establishing career centers, and it lists career education journals and newsletters, teacher guides and aids, and measures. Appendixes name state directors of education, national agencies and organizations, and publishers. (CSS)

ED 171 979 CE 021 717

Establishing Parent Education Programs. A Leadership Monograph.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-20p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Child Rearing, Continuous Learning, Curriculum Development, Leaders Guides, Parent Child Relationship, *Parent Education, *Program Development, *Program Improvement
Identifiers-California

This monograph presents ideas for initiating and/or improving parent education programs. The first of eight sections examines the history of California's parent education since its beginning in 1926. Section 2 discusses developing a parent education philosophy; activities suitable for parent education programs are suggested. Section 3 provides guidelines for program development. Development includes determining community needs, putting the program into action, and establishing parent education classes. Various types of parent education classes are described. The fourth section examines the advantages of schools and/or other locations for the class site selection. Section 5 lists basic equipment needed for childbirth education or preschool education classes. Section 6 considers the selection of teachers, qualities of effective teachers, the use of teacher aides, and involvement of students. Section 7 suggests instructional unit titles which can be used in organizing the curriculum. The final section discusses working with schools for future planning. (CSS)

ED 171 980 CE 021 718

Evaluation of Adult Education Programs. California Adult Education.
California State Dept. of Education, Sacramento.
Pub Date-79
Note-12p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Adult Education Programs, *Evaluation Criteria, Learning Motivation, *Program Evaluation, *Student Evaluation

To assist adult educators in finding meaningful ways to measure the effectiveness of instruction, this monograph provides selected illustrations of specific methods used by adult education instructors to verify student learning. Obtained from teachers in the field, the examples are from programs in (1) dental assisting, (2) instrument pilot ground school, (3) legal secretary training, (4) introduction to psychology, (5) family food preparation, (6) nursing assistant, (7) homemaking: sewing for the handicapped, (8) creative writing, (9) licensed vocational nurse training, (10) career exploration, (11) ceramics, (12) retail baking, (13) English as a second language, (14) school advisory committee, (15) pediatrics for parents, (16) consumer nutrition, (17) sewing with knits, (18) physical fitness (handicapped), (19) reading, writing, and arithmetic (elementary grades one through five), (20) United States history, (21) piano and organ, (22) cultural heritage of California, (23) English grammar and composition (high school subjects laboratory), (24) United States history (individualized laboratory class), (25) fine arts, and (26) childbirth education. (CSS)

ED 171 981 CE 021 720

Reubens, Beatrice G.

The Transition from School to Work the European Experience: Implications for Research and Development. Occasional Paper No. 49.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Feb 79

Note-21p.

Available from-National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.90)

Pub Type-Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Apprenticeships, Communication Skills, *Comparative Education, Educational Development, Educational Planning, Foreign Countries, Foreign Policy, *Instructional Systems, Interpersonal Competence, On the Job Training, Skilled Workers, Unemployment, *Vocational Education

Identifiers-Europe, France, Germany, Great Britain

Examining the transition from school to work in Europe, this speech focuses on a comparison of initial occupational preparation for young people in France, Germany, and Great Britain. The desired competencies in new entrants to the labor market are listed in four categories: basic cognitive skills; personal qualities and work attitudes; interpersonal skills; analytical abilities and the ability to plan, organize, or make decisions; and specific occupational skills. A detailed description of national systems of skill training in France is provided. The following five issues regarding initial occupational preparation in Europe are presented: (1) What occupations should be designated for training purposes and how can one be separated from another? (2) How long should the training last? (3) In what setting should occupational skills be acquired? (4) Where in the educational and work cycle should this training occur? (5) Who should receive formal skill training? A question and answer section is included in which the author answers questions relating to topics such as apprenticeships, the vocational education system in France, women in vocational education, handicapped people in vocational education, teacher training programs in other countries, manpower and educational planning, and how vocational education in other countries will effect change in the United States' vocational education policy. (LRA)

ED 171 982 CE 021 723

Levine, Maita

Identification of Reasons Why Qualified Women Do Not Pursue Mathematical Careers.

Cincinnati Univ., Ohio. Dept. of Mathematical Sciences.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 76
Grant-GY-11411
Note-82p.; Not available in hard copy due to broken type
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, Counselors, Educational Research, Elementary Secondary Education, Employment Qualifications, Equal Opportunities (Jobs), Fear of Success, *Females, Males, *Mathematics, Nondiscriminatory Education, *Nontraditional Occupations, Occupational Aspiration, Peer Influence, Sex Differences, Sex Role, *Sex Stereotypes, Social Values, *Student Attitudes, *Teacher Attitudes

Designed to aid in the identification of reasons why qualified women do not pursue careers in mathematics, this study surveyed nine schools. Fourth, ninth, and twelfth grade students were selected from inner city and suburban schools. Six schools were selected for the fourth grade, and three schools were selected at the ninth and twelfth grade levels. Four girls, four teachers, and two guidance counselors at each grade level were randomly selected for interviews from the participating schools. Instruments were developed to measure confidence in doing mathematics, to measure interest in mathematics, to determine future plans to study mathematics and reasons for the decisions, and to determine career plans and reasons for the choices. The only statistically significant result from the questionnaires appeared on the question of interest at the twelfth grade level. Girls scored significantly lower than boys at the .01 level of significance. Interview question responses indicated that there is a decrease in girls' interest in mathematics and a sharp increase in societal pressure against women in mathematics during the students' high school years. (Questionnaires and interview questions which were developed for each grade level are appended.) (LRA)

ED 171 983　　CE 021 732

Treichel, Janet

Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-G007702142
Note-123p.; For related documents see CE 021 726-732
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Education, *Career Planning, Case Studies, Comprehensive Programs, Information Dissemination, Inservice Education, *Job Placement, Models, *Occupational Guidance, Program Evaluation, *Program Planning, School Districts, School Services, Staff Improvement, *Vocational Counseling, *Vocational Follow Up, Workshops
Identifiers-Optimizing Planning Techniques

The purpose of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through project was to help local educational agencies systematically plan and efficiently operate comprehensive guidance and counseling programs. The project (1) identified planning models for comprehensive systems of guidance, counseling, placement, and follow-through; (2) compiled a list of guidance and counseling planning models; (3) trained facilitators in ten states to instruct school district personnel in the use of a planning model; (4) prepared a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) profiled, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs; and (6) evaluated a planning model's effectiveness in various school system settings. (Sample workshop forms are included.) (Author/CSS)

Frazier, Don Chester, James

Competency Documentation Desired by Employers in Banks and Residential Construction Industries.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date-Jun 79
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Banking, *Carpenters, *Credentials, Educational Research, *Employment Interviews, *Employment Qualifications, Job Applicants, *Job Application, Job Skills, Personnel Evaluation
Identifiers-*Oklahoma

A study was conducted to determine the type of documentation of students' skills desired by employers in the banking and residential carpentry industries. Data were collected by interviews with employers of random samples of banking institutions (thirty-one) and residential carpentry firms (thirty-five) in Oklahoma. Results of the study led to the following conclusions: (1) at present, employers look for those evidences that relate to interpersonal skills and the work ethic rather than vocational skills; (2) candidates able to present an appropriate credential which evaluates job competencies and interpersonal skills will have better opportunities to obtain a job; (3) very little interest was shown in documentation of cognitive skills and levels of education beyond a high school diploma; and (4) there were many commonalities desired in the credential by these two industries. The major recommendation of the study was that the Oklahoma State Department of Vocational and Technical Education staff provide leadership in the development and use of a credential for all vocational programs. (JH)

ED 171 985 CE 021 760

Project ENTICE: Enlisting Teachers in Infusing Career Education." Final Project Performance Report, April 1, 1978 through September 30, 1978.

Livonia Public Schools, Mich.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-22 Dec 78
Grant-G0077C0106
Note-88p.; Not available in hard copy due to thin type; For related documents see ED 132 284, ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, Career Choice, *Career Development, *Career Education, Career Exploration, Course Content, *Curriculum Development, Curriculum Planning, *Fused Curriculum, *Inservice Teacher Education, Lesson Plans, Perception, Secondary Education, Teaching Models
Identifiers-Education Amendments 1974, *Michigan

The major goals of this project were (1) to provide high school staff members with an understanding of the process of infusing career education into the curriculum and the capability of applying it in daily classroom lessons, (2) to develop material suitable for use in the process of infusing career education into the high school curriculum, and (3) to provide high school students with a curriculum infused with career education concepts and skills. Thirty-two senior high school staff members were trained in the career development phase of the Michigan model of career education. In examining the specific objectives of the major goals, a third-party evaluator found that 223 of the expected 360 examples were written; students did not demonstrate an increase in self-awareness; and students did not demonstrate increased knowledge of careers. The third-party evaluator also found that training was provided for project teachers, criteria for infusion examples was established, and a slide-tape presentation was completed. (The slide-tape script and final evaluation report are appended.) (LRA)

ED 171 986 CE 021 810

Career Education Handbook for Implementation.

Michigan State Dept. of Education, Lansing.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Note-332p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, Federal Legislation, Orientation, Program Administration, Program Coordination, *Program Development, *Program Evaluation, *Program Planning, *Resource Materials
Identifiers-*Michigan

This career education implementation guide is designed for Michigan school districts which have not yet developed their plans for career education, as well as for those that are already immersed in initial planning or experimental implementation. The introduction found in section one includes such information as an overview of the related federal legislation and an annotated outline of this handbook. Section two provides suggestions and information useful for planning and conducting awareness and understanding activities. It also includes a list of items useful in such an effort. Section three outlines suggestions and information regarding known effective techniques for organizing a Local Education Agency and a Career Education Planning District. Section four describes the planning formats, requirements, and needed resources. In addition, this section of the handbook includes a Goals Setting Package, a suggested approach to developing and prioritizing goals. Details pertaining to program development and operation are presented in section five, and policy and requirements for program evaluation are explained in section six. The final section provides a listing of resources available for planning, implementing, and evaluating a career education program. (BM)

ED 171 987 CE 021 825

Miguel, Richard J.

Experiential Education Policy Guidelines. Research and Development Series No. 180.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date-79

Contract-400-77-0055

Note-63p.; For related documents see CE 021 826-827

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, Apprenticeships, *Career Education, Career Exploration, Cooperative Programs, Educational Policy, Employment Programs, *Experiential Learning, Job Training, *Policy Formation, Service Education, *Vocational Education, Work Experience Programs, Youth Programs

Sixteen guideline recommendations developed by an experiential education advisory panel are presented. Policy guidelines are intended for use in developing experiential education programs. Each issue is briefly delineated; major points that were offered for the panel's consideration are highlighted. The issue statements concern the following areas: learner objectives, site selection, evaluation, structure for learning, diversity of experiences, identification of learners, access to various employment levels, program expansion, commitment to programs, worker protection, legal requirements, paid experiences, academic credit, employment credit, preparation of educational personnel, and preparation of workplace personnel. Immediately following each issue statement is the panel's guideline recommendation including the rationale, safeguard, and potential benefits. For example, the first recommendation is that experiential education goals should be translated into specific learner objectives and should be stated in terms that reflect shared understanding among all participants. (CSS)

ED 171 088 CE 021 826

Wasson, Louise E., Ed. Miguel, Richard J.

Experiential Education. A Primer on Programs. Information Series No. 162.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date-78

Contract-400-77-0055

Note-166p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Apprenticeships, Career Education, Career Exploration, Cooperative Programs, Employment Opportunities, Employment Programs, *Experiential Learning, Job Training, Postsecondary Education, Secondary Education, Vocational Education, Volunteer Training, *Work Experience Programs, Youth Employment, *Youth Programs

This primer provides resources for individuals seeking exemplary programs and effective policy in the field of experiential education. The first of three parts presents a descriptive overview of programs catalogued under the rubric of experiential learning. These include cooperative vocational education; employment, training, and education motivation programs; experience-based academic programs; career exploration programs; apprenticeship programs; supervised volunteer work; and general work experience programs. Section 2 contains descriptions by program directors/leaders of the policy making processes, guidelines, and participants in nine programs: The Academic Internship Program, The College Venture Program, The Executive High School Internships Program, 70001 Ltd., The Hampden County Manpower Programs, Recruitment and Training Program, Cooperative Vocational Education Programs, Walkabout, and Experience-Based Career Education. The final section contains abstracts of forty programs that were chosen because of their innovation, stability, and effectiveness. Abstracts include the following information where appropriate: program address; purpose; national model; publication; total enrollment; funding source; population served; selection procedure; pay; time at work/learning site;

graduation credit; evaluation of participants; cost; supervision at community site; business, labor, community involvement in program policy making; orientation information; coordination with classroom instruction; real work credit for experiential learning; program guidelines; legal problems; transportation to job site; follow-up studies; and comments. (CSS)

ED 171 969 CE 021 827

Coleman, Deborah D., Ed.
Experiential Education in the Workplace. An Annotated Bibliography. Bibliography Series No. 47.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date-79
Contract-400-77-0055
Note-76p.; For related documents see CE 021 825-826
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bilingual Students, *Career Education, Cooperative Programs, Disadvantaged Youth, Educable Mentally Handicapped, Educational Policy, *Experiential Learning, Gifted, Guidelines, Handicapped, Labor Unions, Minority Groups, Occupational Guidance, Postsecondary Education, Program Development, Program Evaluation, Research, School Community Relationship, School Industry Relationship, Secondary Education, Teachers, Unemployment, Vocational Adjustment, *Vocational Education, Work Experience Programs, Youth Employment, *Youth Programs

This annotated bibliography presents selected references from various bodies of literature which pertain to experiential education in the workplace. (CSS)

ED 171 990 CE 021 831

Community Resources Guide - A Bibliography and Guidelines for Use of Community Resources.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date- 78

Note-116p.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Resources, *Educational Planning, *Instructional Materials, Occupational Clusters, *Occupational Information, *School Community Programs, *School Community Relationship

Identifiers-Indiana

The purpose of this guide is to help educators consider the community as an integral part of the total educational program. The document is divided into two major parts. Part one contains a guide for the use of community resources. These uses are categorized into the following five areas: (1) developing resource linkages; (2) the school as a community; (3) the community as a school; (4) communicating across linkages; and (5) personnel development. Part two contains a bibliography of different types of enterprises from which educational materials are available. These enterprises are categorized by the following occupational clusters: agriculture/forestry; construction; finance/insurance; government/public service; health/learning; manufacturing/mining; personal service/entertainment; transportation; wholesale/retail; and other (for those resources not classified by the previous categories). These enterprises make up the employment opportunities in Indiana communities. In most cases, the types of resources available are printed materials which emphasize the nature and opportunities of specific jobs or groups of jobs. An alphabetical index by occupation is appended. (BM)

ED 171 991 CE 021 837

Parikh, V. M.

High-Technology Industries through Entrepreneurial Education.

British Columbia Inst. of Technology, Burnaby, Directed Study Centre.

Pub Date-Apr 79

Note-127p.; Not available in hard copy due to thin type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cooperative Programs, Economic Development, Educational Development, Human Resources, *Industry, Management Education, *Models, *Program Development, *Technology

Identifiers-British Columbia, *Entrepreneurship

This report examines a study to promote high-technology industries in British Columbia using an essentially integrated educational and economic development program. Human resources, skilled in high-technology and entrepreneurship, are recognized as prime sources of potential development of high-technology industries in the Province. An educational program integrating technological and managerial training is proposed for the development of such a resource, and is illustrated by examining the possibilities in the field of fine-chemicals and pharmaceuticals manufacturing. A model involving the discovery park'' concept working through an active cooperation between educational institution, different departments and levels of government, small-scale manufacturing units, and a cooperative-based large marketing corporation is proposed. The study suggests a number of benefits to be accrued from such a model. Finally, the proposed model is broadly examined in terms of the cost involved in its development, and some suggestions are given as to the most economical way to proceed. Appended materials include the basic proposal, a list of British Columbia and Canadian financial assistance programs, and a bibliography. (CT)

ED 171 992 CE 021 838

Parikh, V. M.

The Feasibility of Cooperative Education at B.C.I.T. British Columbia Inst. of Technology, Burnaby, Directed Study Centre.

Pub Date-Mar 78
Note-126p.; Not available in hard copy due to small, thin type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Programs, *Cooperative Education, *Cooperative Programs, Coordinators, Cost Effectiveness, Employer Attitudes, *Faculty Workload, Occupational Information, Organization, Postsecondary Education, *Program Attitudes, *Program Descriptions, Program Development, Program Planning, Resource Allocations, Scheduling, School Industry Relationship, School Schedules, Student Attitudes, *Surveys, Teacher Attitudes, Work Experience Programs
Identifiers-British Columbia, *British Columbia Institute of Technology

To examine the feasibility of introducing a program of cooperative education at the British Columbia Institute of Technology (BCIT), a task force assessed the problems encountered by other institutions which have introduced cooperative education. Attention was given to the support that might be expected for cooperative education among students, faculty, and employers. The committee considered the impact which cooperative education will have on course scheduling, labor/management relations, student supervision, departmental responsibilities, and resource use. The task force also examined the applicability of different models of cooperative education and the rate of implementation. The committee found that the introduction of cooperative education would require achievable changes in program scheduling, faculty working conditions, organizational structure, and resource allocation. It was concluded that several patterns of cooperative education, and in particular one in which periods of work experience are alternated with terms of classroom instruction, would be practical at BCIT. Recommendations supported cooperative education, suggested dates for implementation, and offered guidelines for dealing with the implications of the program. (Survey forms, plans for implementation, a sample training plan record, and articles relating to cooperative education are appended.) (LRA)

ED 171 803 CE 021 840

Toombs, William

A Study of Client Reactions: Lifelong Learning Center, the Free Library of Philadelphia.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-May 78

Note-28p.; Table VII will not reproduce well due to broken type; For a related document see CE 021 841

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Counseling, Adult Education, *Career Change, Employment, *Information Needs, Job Search Methods, *Library Services, Occupational Information, *User Satisfaction (Information), Use Studies

Identifiers-Free Library of Philadelphia, *Lifelong Learning

A study was conducted to assess client reaction to key activities of the Lifelong Learning Center (LLC) of the Free Library of Philadelphia and to identify particular patterns of client interest. A survey was developed to determine (1) clients' satisfaction with accessibility of services, quality of interaction with staff, and information provided; (2) clients' perception of their needs at first contact with the LLC; and (3) clients' reported outcomes developed from their LLC consultation experience. Other questions were asked about the clients' outlook on life, how the LLC contact "all turned out," and if the client had encouraged others to participate. From a random sample surveyed by mail, 51% (162 clients) responded. Most respondents were in their mid-twenties; 74% were female; 45% were married; and the average of schooling was two years collegiate experience. It was found that there was considerable satisfaction with the existential dimensions of contact with the LLC particularly with counseling. Employment-related concerns were ranked highest; this suggests the possibility that client expectations were focused on the immediate employment situation. Of the 162 respondents, 128 reported an action outcome; 60 persons reported starting or changing jobs; and 68 reported enrollment in some educational activity. (CSS)

ED 171 984 CE 021 841

Toombs, William; Croyle, Guy E., Jr.

A Client Reaction Analysis: Final Report for the Lifelong Learning Center, Reading, Pa.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-May 78

Note-70p.; Some tables may not reproduce well due to small print; For a related document see CE 021 840

Pub Type- Tests/Questionnaires (160) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, *Adult Counseling, Adult Education, Career Change, Career Planning, Educational Needs, Employment, *Information Needs, *Interpersonal Relationship, Job Search Methods, *Library Services, Participant Characteristics, *Resource Staff Role, *User Satisfaction (Information), Use Studies

Identifiers-*Lifelong Learning, Reading Public Library PA

The Lifelong Learning Center at the Reading Public Library conducted a study to determine how the clients perceived various aspects of the center's activities in terms of their needs and expectations. A survey was mailed to 329 clients; the response rate was 51%. Survey questions asked about (1) clients' satisfaction with access conditions, staff interaction, and information exchange; (2) clients' recollection of importance of needs and information at the time of contact; and (3) clients' perception of the outcomes and importance of the outcomes. Other questions concerned the clients' view of "how it all turned out," feelings about life generally, reactions to antonyms, and readiness to recommend to others. Interviews were conducted to determine how the experience fitted into the person's life. Analysis of responses revealed that persons who received either counseling or information reported high satisfaction levels with services accessibility, information quality, and staff relationships. The most valuable center asset was perceived as the interpersonal staff exchange. Outcomes included 69 enrollments in colleges, schools and courses and 32 reportedly favorable job adjustments. No serious program omissions were uncovered. There was a high level of satisfaction with the program's development and readiness to recommend it to others. (The survey instruments are included.) (CSS)

ED 171 995 CE 021 856

Clearinghouse Adell's Catalog of Adult Education Projects: Fiscal Year 1979.

Clearinghouse Adell, Rockville, Md.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-77-0483

Note-194p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02027-1)

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Education Programs, Basic Skills, English (Second Language), Federal Programs, High School Equivalency Programs, Matrices, Recruitment, State Programs

Identifiers-Adult Education Act, Adult Performance Level, United States

This catalog provides descriptions of specific adult education programs funded under Sections 306 (a) (4) and 309 (1 and 2) of the Adult Education Act. It consists of three sections: project summaries, a subject index, and statistical matrices. Project summaries are organized alphabetically by state of origin and grouped under headings of major emphasis. Each entry includes the title, a contact person, objectives, description, funding information, target audience, products, and evaluation method. The subject index provides a cross-reference to programmatic emphases of each project. It contains major subject categories with additional descriptive phrases to aid in determining the project's exact focus. The final section contains six matrices which provide a profile of demonstration, staff development, research, and special projects by identifying programmatic emphases and weaknesses, and a summary of projects that generate products. (CSS)

ED 171 996 CE 021 857

Berns, Robert G. Smith, Clifton L.

A Competency-Based In-Service Training Program for Distributive Education Coordinators on Their Role as DECA Chapter Advisors. Phase I. Final Report, September 1, 1978 through June 15, 1979.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-15 Jun 79

Note-147p.; For a related document see CE 017 355

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Distributive Education, Educational Research, *Inservice Teacher Education, *Instructor Coordinators, *Performance Based Teacher Education, Preservice Education, *Student Organizations, *Task Performance, *Teacher Role

Identifiers-*Distributive Education Clubs of America, Virginia

A study was conducted to accomplish three objectives: (1) identify and validate the tasks performed by distributive education teacher coordinators in the role of Distributive Education Clubs of America (DECA) chapter advisors; (2) identify competencies needed by teacher-coordinators to perform these tasks; and (3) develop instructional modules for use in inservice or preservice distributive education teacher education. Questionnaires concerning ninety-seven tasks were mailed to a random sample of teacher-coordinators, and all assistant state supervisors, local supervisors, and teacher educators in Virginia. The questionnaire concerned the relevancy of the tasks, the extent to which coordinators performed the tasks in the role of advisors, and the location at which the tasks should be learned. Fifty percent or more of the responding teacher-coordinators indicated that they performed all of the ninety-seven talks listed in their role as DECA advisors. Fifty percent or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all ninety-seven tasks. The extent to which the tasks should be developed varied among the tasks. The major locations at which the tasks should be learned were identified as preservice and inservice programs. Instructional Modules were developed for each cluster of tasks and included objectives, learning activities, instructional materials, and evaluation instruments. (Author/JH)

ED 171 997 CE 021 873

Instruction Manual: Career and Occupational Development Kit.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date- 71
Grant-0-9-08771-2468(508)
Note-66p.; Tables may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Development, *Educational Assessment, *Educational Objectives, National Surveys, *Program Evaluation, *Scoring Formulas, Test Construction, *Testing, Test Interpretation, Test Items

This instruction manual was developed as a pilot by the National Assessment of Educational Progress (NAEP) to help educators conduct program and pupil evaluations and/or needs assessments in the area of career and occupational development (COD). An introduction presents the history of the National Assessment, explains the variety of uses for NAEP materials, and tells what is included in this assessment kit. The remainder of the manual is divided into four chapters. Chapter one contains the COD objectives, samples of the assessment items developed from these objectives, a description of the item format, general guidelines for using these materials, and guidelines for modifying the items and for generating other evaluation items. Chapter two provides instruction for administering the items, and chapter three provides instructions for using the results. Guidelines for scoring the items and tallying the results are presented in chapter four. The following information is appended: a discussion of survey sampling; a table of the items showing administration type, scoring type, and timings; definitions for NAEP reporting groups; and NAEP scoring rules for open-ended items. (BM)

ED 171 998 CE 021 875

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Grant-G007605051
Note-63p.; Not available in hard copy due to thin light type; For related documents see CE 022 116, CE 022 161-165
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Counseling, *Adult Development, Adult Education, Adult Education Programs, *Career Change, Career Choice, Career Education, Career Opportunities, Career Planning, Case Studies, Educational Research, Employment Opportunities, Employment Services, Job Placement, Job Search Methods, Occupational Choice, *Occupational Guidance, Occupational Mobility, *School Industry Relationship, Vocational Followup, *Vocational Retraining, Working Women

Technical Education Research Centers initiated the Career Change Project to discover, study, and publicize programs that assist adults to make major career changes. The project surveyed by mail and phone 800 businesses and industrial firms, 1500 postsecondary educational institutions and contacted twenty government agencies, professional associations, and labor unions in order to find career change programs. These programs ideally combined career and life counseling, education/training for a new career, job placement services, and follow-up mechanisms. Ten case histories were written to describe programs in four firms, three government agencies, two schools, and a professional association. An overview monograph also was written to present career counseling centers operated by or affiliated with nine postsecondary institutions. The major product of this study was a book entitled Career Change: A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, and Professional Associations.'' The handbook includes the case histories and monograph along with a general discussion of career change, an individual career change model, and a summary of the survey findings. (LRA/Author)

ED 171 999 CE 021 877

Johndrow, Jim And Others

A Classification and Retrieval System for Vocational-Technical Education Curricular Materials in Alabama. (Vocational Education Curriculum Operation Management Plan.) Publication No. 5.

Auburn Univ., Ala. School of Education.

Spons Agency-Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Pub Date- 78

Note-68p.; For related documents see CE 021 878-881

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classification, Documentation, *Instructional Materials, *Library Networks, *Library Services, Library Technical Processes, *Staff Utilization, State Programs, Technical Education, Vocational Education

Identifiers-*Alabama

This publication reports background information, a rationale, and a proposed state system for classification and retrieval of vocational-technical education curriculum materials for Alabama - a result of the state/federal-funded project entitled ``Vocational Education Curriculum Operation Management Plan'' (VO-ED COMP). Major components of the recommended system are listed: planning, organizing, acquisition, processing, storage/filing, retrieval, and evaluation. Service is discussed from the viewpoint of a central focus, permeating all components. An automated, machine-readable documentation procedure is recommended, along with a centralized vocational-technical curriculum resources library. Recommendations for staffing and procedures for implementing and operating the library are made and sample forms are appended. (Author/CT)

ED 172 000 CE 021 878

Andrews, Glenn And Others

A Demonstrated Prioritization Model for Curriculum Development in Alabama's Vocational-Technical Education System. (Vocational Education Curriculum Operation Management Plan) Publication No. 4.

Auburn Univ., Ala. School of Education.
Spons Agency-Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Note-60p.; Appendix A may not reproduce well due to small print; For a related document see CE 021 876-882
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agricultural Education, *Curriculum Design, *Curriculum Development, Demonstration Programs, Home Economics Teachers, *Management Systems, *Models, *Needs Assessment, *State Programs, Trade and Industrial Teachers, Vocational Education
Identifiers-Alabama

One aspect of the State/Federally funded project VO-ED COMP (Vocational Education Curriculum Operation-Management Plan carried out in Alabama during 1978) was the determination of priorities for curricular development and management functions in Alabama's vocational technical education programs. A needs assessment study was made at the 1978 secondary and postsecondary vocational work conferences. An instrument was developed, trial tested and administered during the registration at each conference. Respondents were primarily vocational teachers in trade and industrial, home economics or agribusiness educaiton. Audiovisuals were in greatest demand, followed by teacher guides and studen materials. Curriculum information most needed were lists of training aids, disadvantaged/handicapped materials and lists of references; curriculum services most needed were help with locating instructional materials, inservice workshops (industry- and school-sponsored) and college credit curriculum courses. The researchers called for yearly assesment of needs, broad representation of personnel in needs surveys, broadly-based development of instructional materials to meet diverse needs, increased availability of audiovisuals/student materials/teacher guides, and expansion of availability of the curriculum information and services checked by respondents. Program areas identified as top priority for curriculum development in Alabama included agricultural production, accounting/computing, practical nurse, carpentry, ornamental horticulture, apparel/accessories, drafting, and industrial electricity. (Author/CT)

ED 172 001 CE 021 879

Drake, J. Bob And Others

A Model and Guide for the Assessment of Curriculum Development Personnel in Alabama's Vocational-Technical Education System. (Vocational Education Curriculum Operation Management Plan) Publication No. 3.

Auburn Univ., Ala. School of Education.

Spons Agency-Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Note-69p.; For related documents see CE 021 877-881

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development, Educational Assessment, *Models, *Personnel Evaluation, *State Programs, *Vocational Education

Identifiers-*Alabama

This report entails background information and a proposed model for assessment of personnel responsible for curriculum development and management in Vocational-Technical education in Alabama (the result of a state/federal-funded project entitled Vocational Education Curriculum Operation Management Plan'' or VO-ED COMP). Four approaches to personnel evaluation are reviewed: (1) trait evaluation, (2) work measurement evaluation, (3) job description evaluation, and (4) evaluation by results. Examples and forms are provided for each type, and - major strengths and weaknesses are given. Possible evaluators are listed as (1) supervisors, (2) peers, (3) self, (4) subordinates, and (5) outsiders. Specific steps for implementing the model are listed, forms are included and a timetable is given. An annotated bibliography of pertinent literature is found at the end of the report. (Author/CT)

ED 172 002 CE 021 881

Drake, J. Bob And Others
A Vocational Education Curriuclum Operation and Management Plan and Model for Alabama. (Vocational Education Curriculum Operation Management Plan) Publication No. 8.
Auburn Univ., Ala. School of Education.
Spons Agency-Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Pub Date- 78
Note-85p.; For related documents see CE 021 877-880
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Instructional Materials, *Management Development, Management Systems, *Models, Professional Training, Vocational Education
Identifiers-*Alabama, American Institutes for Research

A state/federal-funded project for the development of a coordinated curriculum development and management plan was carried out in Alabama in 1977-79 and was titled VO-ED COMP (Vocational Education Curriculum Operation Management Plan). The proposed model consisted of twelve steps: (1) identification of needs, (2) instructional material priority determination, (3) establishment of curriculum standards and policies, (4) state approval, (5) material review, (6) adaptation, development or procurement of materials, (7) pilot or field test, (8) printing or production, (9) dissemination/diffusion, (10) local utilization, (11) evaluation, and (12) recycling. An operation and management plan for administration of the model was outlined; functions of the Curriculum Development Unit (CDU) and its committees, units, and positions were delineated; staffing patterns and positions were indicated; and a pre-service/in-service professional development plan for vocational curriculum personnel was recommended. The latter plan advocated utilization of the Vocational Education Curriculum Specialist Materials developed by the American Institutes for Research, Palo Alto, California. (Author/CT)

ED 172 003 CE 021 892

A Transportable Professional Development Module for Mainstreaming Students into Vocational Education.
Louisville Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Contract-498AH60017
Note-120p.; Not available in hard copy due to small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academically Handicapped, *Delivery Systems, Educational Objectives, Employment Potential, Handicap Detection, Handicapped Students, Individual Differences, *Individualized Instruction, Individual Needs, Inservice Teacher Education, *Instructional Design, *Instructional Improvement, Instructional Materials, Learning Activities, *Mainstreaming, Mentally Handicapped, *Performance Based Teacher Education, Physically Handicapped, Preservice Education, Teaching Models, Vocational Education

This module is designed to enable the teacher working in an actual school situation with a special needs learner to develop an individualized instruction program based on a diagnostic, prescriptive teaching model. The first of three chapters contains three learning experience activities which are designed to help the teacher demonstrate knowledge of (1) the handicapping conditions and educational goals of special needs learners, (2) delivery systems used in designing instruction, and (3) the diagnostic prescriptive model as it relates to individual instruction. Each learning experience contains an objective, learning activity, optional learning activity, self check activity, and feedback. Chapter two is a review of related literature. The third chapter contains a training packet to help teachers develop affective and cognitive understanding of the mainstreaming concept and its implications for training people who have special needs to obtain and keep rewarding and satisfying jobs. Objectives, activities, evaluation methods, and learning materials are presented in chart form. (LRA)

Carroll, Karen Lee
Career Education in the Arts. A Report from the Center for Career Education in the Arts.
Rhode Island State Council on the Arts, Providence.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-77
Contract-300-76-0417
Note-84p.; For related documents see CE 021 897-900 ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advanced Programs, Advanced Students, *Art Education, Career Awareness, Career Development, *Career Education, Career Planning, *Curriculum Development, Demonstration Programs, *Gifted, Occupational Aspiration, Occupational Choice, Parent Participation, *Program Evaluation, Secondary Education, Self Concept, Self Evaluation, *Talented Students, Vocational Counseling, Work Attitudes
Identifiers-Center for Career Education in the Arts RI

This report describes the Center for Career Education in the Arts' (CCEA) alternative training program for artistically gifted and talented high school students interested in pursuing careers in the visual arts, dance, music, theatre, and writing. Following an introduction, hypothesis statement, and identification of project goals, the first of three sections presents a review of the project setting, planning procedures, staff involvement, and pilot semester evaluation. Section 2 describes the activities used in implementing the curriculum goals which were to develop (1) the students' self-knowledge and understanding, (2) students' knowledge about work, (3) decision making skills, and (4) parents' understanding of their child's talents and values as related to career decision making. For each goal specific objectives are stated and activities are described. The third section contains an abstract of the third party evaluation, selected statements from students, and a retrospective review of the career education sequence as seen by students and faculty. The evaluation abstract states that the program was successful in increasing students' positive attitudes towards themselves and towards work in arts; and career decision making skills were increased. Conclusions and recommendations are also presented. (LRA)

ED 172 005 CE 021 897

A Curriculum for Career Education in the Arts.
Rhode Island State Council on the Arts, Providence.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Contract-300-76-0417
Note-23p.; For related documents see CE 021 896-900 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Education, Career Awareness, Career Choice, Career Development, *Career Education, Career Planning, Curriculum Development, Decision Making Skills, Educational Objectives, Gifted, Occupational Aspiration, *Parent Participation, Secondary Education, *Self Concept, Self Evaluation, Talent Development, *Talented Students, *Work Attitudes
Identifiers-Center for Career Education in the Arts RI

This curriculum strategy for career education in the arts is designed to be used as a supplement to a secondary education arts training program. The curriculum is divided into four goal areas: (1) developing self knowledge, (2) developing knowledge about work in the arts, (3) relating knowledge of self to knowledge of work in the arts, and (4) developing parental knowledge about careers in the arts. For each goal area there are goal indicators/strategies, objectives, procedures for planning, suggested resources, and suggested evaluation methods. It is suggested that training programs offer possibilities for interdisciplinary work as well as study with a single art form. (LRA)

ED 172 006 CE 021 898

A Look at the CCEA Rhode Island State Council on the Arts, Providence.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Contract-300-76-0417
Note-19p.; For related documents see CE 021 897-900 ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, *Advanced Programs, Advanced Students, *Art Education, *Career Education, *Career Planning, Community Programs, Dance, Educational Programs, Fine Arts, Gifted, Music, Secondary Education, Talent Development, *Talented Students, Theater Arts, Writing
Identifiers-*Center for Career Education in the Arts RI

The Center for Career Education in the Arts (CCEA) is a training program for high school students talented in the arts. Operating on a regional basis, the CCEA offers a full academic year of daily study in art, dance, music, theatre, and writing. Students who participate in the program take their academics at their home school and attend the CCEA for three hours in the afternoon. The program places special emphasis upon career education in the arts. The CCEA follows a vocational education approach, providing intensive, work related study with working artists. In order to participate in the CCEA program a student must fill out an application and go through an interview process. It is the intention of the auditions to find students who are most ready for an intensive and challenging training program. (Application forms, reference forms, audition forms, audition procedures, and the student evaluation form are appended.) (LRA)

ED 172 007 CE 021 899

An Introduction to Careers in the Arts.
Rhode Island State Council on the Arts, Providence.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Contract-300-76-0417
Note-12p.; For related documents see CE 021 896-900 ; Best copy available
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Education, Career Awareness, Career Development, *Career Education, *Career Exploration, Career Planning, Gifted, Occupational Choice, Participant Involvement, *Personal Interests, Secondary Education, Self Concept, *Self Evaluation, *Talent Development, *Talented Students, Work Attitudes
Identifiers-Center for Career Education in the Arts RI

This brief student workbook is designed to help students think about their needs, their motivations, how they like to work, what their interests are, and what kind of relationships they want to have with others. It is intended to start students thinking about what they would like to know about themselves, careers in the arts, and artists. The first of three sections in the workbook gives the students an opportunity to state why they want to work in the arts. The second section presents the following five ways to get involved with the arts: (1) making art objects, (2) performing for others, (3) collaborating with others, (4) sharing the arts with others, and (5) participating in arts related careers. The final section encourages students to write about the experiences they have received in the arts. (LRA)

ED 172 008 CE 021 900

Paul, Regina H.

Evaluating Career Education in the Arts. The Center for Career Education in the Arts. Providence, Rhode Island.

Policy Studies in Education, New York, N.Y.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Council on the Arts, Providence.

Pub Date-Jun 77

Note-31p.; Not available in hard copy due to light and broken type; For related documents see CE 021 896-899

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Education, *Career Awareness, *Career Education, Course Evaluation, Decision Making Skills, Formative Evaluation, Gifted, Occupational Information, Parent Attitudes, Parent Participation, Personal Interests, *Program Evaluation, Secondary Education, Self Concept, *Student Attitudes, *Student Evaluation, Summative Evaluation, Talent Development, Talented Students, Work Attitudes

Identifiers-Center for Career Education in the Arts RI

Policy Studies in Education (a department of the Educational Research Council of America) performed a third-party evaluation of the Career Education in the Arts program for gifted and talented secondary school students. The study focused primarily on a pretest and posttest of twenty-five students' career awareness and attitudes. Eighteen students were female and seven were male. The evaluators also visited the program site twice to discuss objectives and plans, review and revise the questionnaires, and to talk with students. Findings indicated that in both the pretest and posttest, students showed fairly favorable attitudes toward themselves, the arts, and the world of work in the arts. Students showed many positive changes in cognitive items which dealt with knowledge about work in the arts and career decision making. Through site visits and talking with students, it was determined that students' attitudes toward the program were very positive. Through the questionnaire, it was found that slightly over half of the students felt that students who participate in the program could expect to gain enough knowledge to make a final decision about pursuing a career in the arts. The two most pressing needs of the project are (1) rethinking parental involvement in the project, and (2) continuing to develop, revise, and refine the career education component of the program. (LRA)

ED 172 009 CE 021 926

The CERES Compendium of Career Education Infusion Activities. Grades 7-12. Revised.

Ceres Unified School District, Calif.
Pub Date-77
Note-919p.; Some sections of this document may not reproduce well due to being printed on colored paper
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Career Education, Driver Education, English (Second Language), Health Activities, Language Arts, *Learning Activities, Mathematics, Music Activities, Physical Education, Science Activities, Social Studies, Spanish
Identifiers-*California (Ceres)

This compendium of career education activities serves as a guideline for teachers intending to infuse career education into their present activities. The eleven major subject areas are art, language arts, math, music, science, social studies, driver education, English as a second language, health, physical education, and Spanish. Each subject area is further broken down by course; i.e., courses offered under science include physics, health, and ecology. Further, each course is categorized by topic or unit'' and each of these topics or units are further divided into activities.'' Each activity is described fully; activities of significant value may be located in several subject areas. The final section of this document cross references the materials by occupational cluster. (CT)

ED 172 010 CE 021 959

Montgomery, Margery

Crawling and/or Squatting: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2nd.

Highline Public Schools, Seattle, Wash.

Note-38p.; Illustrations in this document will not reproduce well; For related documents see CE 021 960-964 ; Not available in paper copy due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, *Job Skills, *Learning Activities, *Primary Education, *Sex Fairness, *Simulation

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, crawling and/or squatting. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as ``have each student participate in searching and finding a picture that shows a person at work.'' Then, three skill activities are listed, such as simulating the work experience of a stock clerk, carpenter, or plumber which uses the skills of crawling and/or squatting. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; (2) pattern for a worker's apron; and (3) three illustrations: a stock clerk, carpenter, and plumber at work. (CT)

ED 172 011 CE 021 960

Ripley, Kris

Color Discrimination: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2.

Highline Public Schools, Seattle, Wash.

Note-35p.; Illustrations in this document may not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, *Color, *Job Skills, *Learning Activities, Primary Education, *Sex Fairness, *Simulation

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, color discrimination. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as ``have each student participate in searching and finding a picture that shows a person at work.'' Then, three skill activities are listed, such as simulating the work experience of a telephone factory wire sorter, store clerk, or interior decorator which uses the skill of color discrimination. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: telephone factory wire sorter, store clerk, and interior decorator. (CT)

ED 172 012 CE 021 961

Hueston, Jean

Assembling in Sequence: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th.

Highline Public Schools, Seattle, Wash.

Note-49p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Assembly (Manufacturing), *Career Awareness, Grade 3, Grade 4, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - assembling in sequence. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as define the words work, job, skill and assembling in sequence in preparation for the simulated skill activity.'' Then, a skill activity is listed: assemble in sequence eight unassembled items following printed instructions.'' Assembling activities for items such as a ballpoint pen, bicycle reflector, and a paintroller follows. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: assembly of a paintroller, water color paint set, and a ballpoint pen. (CT)

ED 172 013 CE 021 962

Dye, Dick

Creativity: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th.

Highline Public Schools, Seattle, Wash.

Note-47p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, *Creativity, Grade 3, Grade 4, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - creativity. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested, such as define the words job, work, skill and creativity in preparation for the simulated skill activity.'' Three skill activities are listed for the jobs of printmaker, puppeteer, and weaver. Student direction signs and station signs are supplied for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: weaving activities, puppeteers, and a paint design department. (CT)

ED 172 014 CE 021 963

Lee, Dennis W.
Oral Persuasion: A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.
Highline Public Schools, Seattle, Wash.
Note-47p.; The illustrations at the end of this document will not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, Grade 5, Grade 6, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation, *Speech Skills

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - oral persuasion. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested,

such as define the words job, work, skill and oral persuasion in preparation for the simulated skill activity.'' Four skill activities are listed for the jobs of trial lawyer, radio announcer, and door-to-door salesperson. Activity cards, record sheets, and scripts are supplied for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: a lawyer, radio announcer, and a salesperson. (CT)

ED 172 015 CE 021 964

Kennedy, Helena

From Cooks to Carpenters: Measuring - A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.

Highline Public Schools, Seattle, Wash.

Note-51p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, Grade 5, Grade 6, *Job Skills, *Learning Activities, *Measurement, *Sex Fairness, *Simulation

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - measuring. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as define the words job, work, skill and measuring in preparation for the simulated skill activity.'' One skill activity is listed: measuring such objects as patterns, desks, and shoe sizes. Student instruction sheets for such jobs as garment maker, employment counselor, and shoe salesperson are supplied, along with optional related projects. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: employment counselor, garment maker, and grocery store manager. (CT)

ED 172 016 CE 021 976

Wulf, Douglas And Others

Clients' Experience with Vouchered On-The-Job Training in the Portland Win Program.

Bureau of Social Science Research, Inc., Washington, D.C.
Report No.-BSSR-9000-11
Pub Date-Apr 79
Note-161p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Manpower Development, *On the Job Training, Participant Involvement, *Participant Satisfaction, Problems, Program Evaluation, Training Techniques
Identifiers-*Oregon (Portland), *Vouchered Manpower Training, Work Incentive Program

From 1974 through 1976, a program to test the feasibility of vouchering manpower training was incorporated into the existing Work Incentive (WIN) program in Portland, Oregon. The purpose of the second phase of the program was to evaluate the feasibility of incorporating vouchers into an on-the-job (OJT) program as an optional component that clients could choose. (Phase one dealt with the evaluation of vouchered training offered by educational institutions.) Vouchers were issued to a total of 345 clients. Training and follow-up data were collected for them and for a group of 139 WIN clients who were placed in regular OJT slots during the same period. Voucher clients experienced considerable difficulty in obtaining training positions; those who did succeed in making use of the voucher tended to locate more desirable positions than regular trainees in terms of pay and occupational preference. Dropout rates and longer-term labor force participation and welfare dependency did not differ significantly for the two groups. (Author/JH)

Galambos, Eva C.

Implications of Lengthened Health Education: Nursing and the Allied Health Fields.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-33p.; Summary Exhibit A will not reproduce well due to small light print
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($2.50)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Certification, *Cost Effectiveness, Efficiency, Employment Qualifications, Entry Workers, Geographic Distribution, Health Occupations, *Health Occupations Education, Health Personnel, Higher Education, Labor Supply, *Nursing, Postsecondary Education, Professional Personnel, Program Effectiveness, Program Evaluation, *Program Length, Retention, *Standards, *Trend Analysis

Health care is demanding increasing resources and attention in numbers of health care workers, in levels of skills required, in time spent in training, and in dollars expended. A greater spectrum of skills is required to cope with increasing health care demands, yet trends toward specialization and fracturing of responsibilities assigned to health care personnel often obstruct opportunity for application of the individual's full range of preparation. In the South, college allied health programs have registered a seven-fold increase in graduates and basic registered nursing programs have doubled, but geographical distribution problems prevent easing of worker shortages. To insure the quality of care, there is a trend to lengthen the educational preparation for entry into many allied health fields, yet there is evidence that many workers are overtrained for the task they perform. Lengthened programs can enhance the quality of preparation, but also raise the total cost of health care. In considering the many current proposals for allied health and registered nurse programs at higher degree levels, postsecondary education should distinguish between needs for selective advanced education versus a general lengthening of entry-level preparation. (LRA)

ED 172 018 CE 021 984

Moore, Samuel B. And Others
Air Combat Training: Good Stick Index Validation. Final Report for Period 3 April 1978-1 April 1979.
Vought Corp., Dallas, Tex.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-15
Pub Date-Jun 79
Contract-F34601-77-A-0176
Note-165p.; Not available in hard copy due to light print
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aircraft Pilots, *Flight Training, Measurement Techniques, Military Training, *Simulators, Statistical Analysis, *Tables (Data), *Task Performance
Identifiers-Air Force, *Good Stick Index, United States

A study was conducted to investigate and statistically validate a performance measuring system (the Good Stick Index) in the Tactical Air Command Combat Engagement Simulator I (TAC ACES I) Air Combat Maneuvering (ACM) training program. The study utilized a twelve-week sample of eighty-nine student pilots to statistically validate the Good Stick Index (GSI) as an objective measure of pilot air combat skill, to compare GSI measures to the subjective judgment of ACM skill made by instructor pilots, to investigate improvements as a measure of ACM skill, and to evaluate GSI's utility as a training aid. (GSI utilizes four parameters as indicators of air combat skill: time in gun firing envelope, average mil error, offensive/ defensive time, and time to first kill.) It was concluded from analysis of the data that the GSI was a measure of ACM skill with contributory parameters consistent with intuitive expert opinion and with an acceptable level of accurate assessment of skill in the simulator. The GSI score was judged to be useful in evaluating individual and group learning within training programs in ACM. The individual parameters comprising the GSI were found usable as teaching guides. (JH)

ED 172 019 CE 022 002

Agribusiness II.

Purdue Univ., Lafayette, Ind. School of Agriculture.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
Pub Date- 78
Note-1,014p.; Pamphlets included in this document may not reproduce well due to light, small print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agribusiness, *Agricultural Engineering, Agricultural Occupations, Animal Science, *Career Development, Career Exploration, Career Opportunities, Conservation (Environment), Educational Objectives, Educational Resources, Horticulture, Instructional Materials, Job Search Methods, *Leadership Training, Learning Activities, Natural Resources, Orientation Materials, Secondary Education, *Supervised Farm Practice, Teaching Models, *Vocational Agriculture, Wildlife Management
Identifiers-*Indiana

This common core curriculum guide for agribusiness presents material for eight units of instruction. Following the objectives of the guide and a description of the curriculum materials, lessons are provided in the following subject areas: (1) orientation, (2) leadership, (3) careers, (4) supervised occupational education, (5) mechanics, (6) animal science, (7) horticulture, and (8) conservation of natural resources. Provided within each of the lessons are lesson objectives, motivation ideas, references, outlines, teaching learning activities, and a suggested evaluation. The leadership unit examines public speaking skills and provides practice in conducting meetings. Information on selecting a career and applying for and working at a job is given in the careers unit. The supervised occupational education unit presents information on how to summarize and analyze the job that the student selected in the previous year. The mechanics unit introduces skills that are of importance to people employed in agribusiness occupations. The three technical agribusiness units, animal science, horticulture, and conservation of natural resources, examine specialized information and provide practice in skills from each major agribusiness area. (LRA)

ED 172 020 CE 022 005

A Procedure Manual for the Health Assistant Curriculum: Final Report.

Pennsylvania State Univ., University Park.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-30 Jun 79
Note-304p.
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Check Lists, Dental Assistants, *Health Occupations Education, Home Health Aides, *Job Skills, *Laboratory Procedures, Medical Assistants, Medical Laboratory Assistants, Nurses Aides, Secondary Education, *Task Performance

A secondary education health assistant curriculum procedure manual for six occupational areas is presented. The six areas, the number of procedures described for each area, and an example procedure follow: nursing assistant, forty-six (assist patient to and from a wheelchair); home health assistant, six (baby holds); medical/dental offices workers, forty-one (maintain appointment book); dental assistant, fifty-six (apply saliva ejector); medical assistant, thirteen (disinfect instruments); and medical laboratory assistant, twenty-two (perform hematocrit test). Each procedure states a performance objective, safety factors, equipment and supplies needed, and steps for performing the procedure. Many of the procedures also include instructor checklists. (A brief summary of the project undertaken to develop this manual is presented at the beginning of this document.) (JH)

ED 172 021 CE 022 011

Reading Related Teaching Competencies Identified for Florida Vocational Teachers. Final Report, September 1978 to June 1979.
Florida State Univ., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date- 79
Note-155p.; Table 11 will not reproduce well due to small print
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Basic Skills, Comprehension, Educational Diagnosis, Educational Research, Job Analysis, *Job Skills, Performance Based Teacher Education, Postsecondary Education, Readability, Reading Development, Reading Improvement, *Reading Instruction, Secondary Education, Skill Development, *Task Analysis, Task Performance, Teaching Methods, Vocabulary, *Vocational Education
Identifiers-*Florida

The purpose of this study was to identify the reading-related teaching competencies that will be of potential use to vocational teachers if they are to develop the reading skills necessary for classroom instruction and job success. Questionnaires were sent to 591 teachers in all areas of vocational education. Questionnaire items were rated according to degree of importance as perceived by the vocational teachers for their particular program areas. Results revealed six tasks which were generic to all programs. Tasks included the following: (1) determine students' strengths and weaknesses; (2) select teaching techniques that meet the instructional needs of individual students; (3) assign students to master specialized technical vocabulary related to course of instruction; (4) encourage students to use the correct definitions of words; (5) encourage students to interpret information, draw conclusions, and predict outcomes when reading; and (6) assign students to read a sequence of events, methods or steps, or to follow written directions. Each individual program identified twelve to twenty-six competencies unique to their area. (Survey instruments are appended.) (LRA)

ED 172 022 CE 022 013

Metric Measurement Workshop for Vocational Facilitators. Final Report.

Lehigh County Area Vocational-Technical School, Schnecksville, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Sep 78
Note-99p.; Not available in hard copy due to light print
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Information Dissemination, *Metric System, Program Development, Secondary Education, *Skill Development, Teacher Education, Vocational Education, *Workshops
Identifiers-Pennsylvania

A workshop was conducted to train local representatives from area vocational-technical schools in Pennsylvania to implement the metric materials developed by the Center for Vocational Education at The Ohio State University. As a result of the workshop, the local representatives were to become part of the dissemination process by supporting other teachers through consultations or conducting local workshops. Participants developed lesson plans to incorporate instruction in metric measurement at the laboratory/shop level to assist local instructors. As a result of participant evaluation it was concluded that the participants exhibited increased awareness of the metric system, developed hands-on competencies in using metric tools, equipment and devices for measurement, and developed skills in the use of conversion tables and for slide rules. (A major portion of the document is comprised of attachments, including the workshop agenda, a handout describing the metric system, instructional packets learning activities , metric units-common and uncommon, use of metric slide rule, lesson plan samples, metric workshop evaluation, and metric measurement test.) (JH)

ED 172 023 CE 022 016

Competency-Based Adult Vocational Education Project. Final Report.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-G007701949
Note-127p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adult Vocational Education, *Models, *Performance Based Education, *Program Evaluation, *Tests

This applied project recognized the priority to identify, describe, and evaluate existing vocational education programs that are coordinated with the adult performance level (APL) competency based approach. Furthermore, the project supported the value of developing and testing one or more models for APL/vocational education interface. In order to satisfy the objectives of the project, two monographs were prepared and an APL Curriculum Materials Catalog was compiled which used three criteria for materials included in the catalog. In field testing the project's competency-based Adult Vocational Model, pre- and post-testing of the adult learners, using the Adult APL Survey, was performed. When the results of the pre- and post-test scores, using the t-test of correlated means, were analyzed, a difference at the .05 level of significance was revealed. The instructors who field tested the model expressed an overall favorable attitude toward infusion of APL material into their vocational subjects. As a result of their support, recommendations were made that this study be replicated using a wider representation of vocational areas. Findings of the study included the recommendations that the State-of-the-Art and the APL Curriculum Catalog be updated yearly because of the continuing development of APL programs and materials. (Author/CT)

ED 172 024 CE 022 019

Jones, Joan And Others

Work Experience and Academic Credit: Issues and Concerns. Information Series No. 166.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-120p.
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, Advisory Committees, Community Programs, Cooperative Education, *Credits, Experiential Learning, Federal Legislation, On the Job Training, Secondary Education, Site Analysis, *Student Experience, Work Experience, *Work Experience Programs, *Youth Employment, Youth Opportunities, *Youth Programs
Identifiers-*Comprehensive Employment and Training Act, *Youth Employment Demonstration Projects Act

Designed to assist local education agency representatives and prime sponsors of the Comprehensive Employment and Training Act (CETA) programs in initiating and implementing awarding of academic credit for work experience, this report reviews the issues evolving from the Youth Employment and Demonstration Projects Act of 1977. Three major sections are contained in the report: (1) regulatory and policy aspects of academic credit for work experience, which discusses local laws, regulations, and policy affecting work experience programs and the awarding of credit; (2) the work experience section which relates learning in an out-of-school setting and efforts required to encourage the development of work experience competencies; and (3) the academic credit section which presents concerns regarding credentialing and assessment and possible future directions. These three sections provide an overview of the concerns surrounding work experience for youth and academic credit for such work experience. Recommendations are made to help local schools and CETA prime sponsors to provide youth with the success possible through credited work experience. The appendixes contain a series of models for awarding academic credit and a compilation of information from six selected states. (LRA)

ED 172 025 CE 022 022

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Note-423p.; For a related document see CE 012 295
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Career Choice, Career Education, *Job Application, Job Skills, *Learning Difficulties, Postsecondary Education, Secondary Education, *Self Concept
Identifiers-Illinois

This kit of career related materials contains activities, worksheets, case studies, games, and tapes intended for use with teen-age students who have difficulty learning in the regular school setting. Activities, which represent real experiences in the working world, are divided into the following topic areas: (1) job getting skills; (2) understanding myself and others; and (3) career choices. Suggestions for possible uses of the materials and motivating the special needs student are also included. (CT)

ED 172 026 CE 022 045

Kay, Evelyn R.

Directory of Postsecondary Schools with Occupational Programs.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-393p.; Not available in hard copy due to small print; For a related document see CE 013 281

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01992-2)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Community Colleges, Junior Colleges, Postsecondary Education, *Private Schools, *Public Schools, Universities, *Vocational Education, Vocational Schools

This directory of schools which provide occupational training lists public and private schools which offer programs in preparation for a specific career. The types of listings include schools classified as vocational/technical, business/commercial, cosmetology/barber, flight, arts/design, hospital, and allied health; technical institutes, junior/community colleges; and four-year colleges and universities. Schools are listed alphabetically and are arranged in a format including address, telephone number, affiliation, type of school, enrollment figure, accreditation, eligibility, and types of programs offered. The appendixes include a list of schools offering occupational programs through correspondence, a program index, and a school and institution index. (CT)

ED 172 027 CE 022 049

Occupational Outlook Book, 1978-79 Edition. Bulletin No. 1955.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date-78
Note-833p.; For a related document see CE 017 879 ; Parts may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-001-02067-8, Cloth Cover; No. 029-001-02059-7, Paper Cover)
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Opportunities, Cluster Grouping, Employment Opportunities, Employment Patterns, *Employment Qualifications, *Employment Trends, *Job Market, Job Search Methods, Job Skills, Job Training, Labor Force, Labor Market, Labor Supply, Manpower Needs, Occupational Clusters, *Occupational Information, Occupational Surveys, Promotion (Occupational), *Salaries, Trend Analysis, Work Environment
Identifiers-United States

This handbook is divided into four major sections with the first section serving as a guide to the handbook. This introductory section tells how to use the handbook, where to go for more career information, how employment projections are made, and where tommorrow's jobs will be. The outlook for occupations in section 2 contains 300 occupational briefs grouped into thirteen clusters of related jobs. Clusters include occupations in areas such as industrial production; office occupations; service occupations; sales; transportation; scientific and technical occupations; mechanics; health occupations; social areas; and art, design, and communication occupations. For each specific occupation listed, information is given on the nature of the work, training requirements and other qualifications, opportunities for advancement, and expected earnings. The third section contains brief discriptions of thirty-five major industries. Major industry areas discussed are agriculture, mining and petroleum, construction, manufacturing, transportation, wholesale and retail trade, finance, service industries, and government. The fourth section provides an index of job titles by "Dictionary of Occupational Titles" code. An alphabetical index to occupations and industries found in the handbook is also included. (LRA)

ED 172 028 CE 022 091

The Yellow, Blue and Red Book. A Collection of Short-Term Activities Developed by and for Teachers K-6, to Help Expand Students' Awareness of Traditional Sex Role Stereotyping.

Highline Public Schools, Seattle, Wash.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Contract-300-77-0303

Note-56p.; For a related document see CE 022 091 ; Parts may not reproduce clearly

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Awareness, *Career Education, *Discussion (Teaching Technique), *Elementary Education, Individual Characteristics, Interpersonal Competence, *Learning Activities, *Sex Fairness, *Sex Stereotypes, Validated Programs

This teacher's guide contains short-term activities aimed at expanding K-6 grade students' awareness of attitudes concerning traditional sex-role stereotyping. Subject areas are language arts, social studies, career education, mathematics, and physical education. Activities are divided into 10-20 minute, 20-40 minute, and 40 minute plus activities. Each activity lists objectives and teacher and student instructions. Sample titles include Are Hammers Just for Men or Are They for People?'', Time Capsule Letter,'' and Research Project - Favorite Television Programs.'' The appendix includes definitions of such terms as work, role, and skill; fourteen facts on women workers; and listings of supplementary resources such as bibliographies, pamphlets, books, films, multi-media kits, records, and games. (CT)

Many Thousand Words . . . Work Pictures.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 76
Contract-300-77-0303
Note-142p.; Not available in hard copy due to reproducibility problems; For a related document see CE 022 091
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, *Career Education, *Discussion (Teaching Technique), Elementary Education, *Sex Fairness, *Sex Stereotypes, Validated Programs, *Working Women

This collection of photographs and discussion questions for elementary students is designed to complement and supplement already existing

instructional materials by showing females and males engaged in nonstereotyped jobs and activities. The guide provides definitions of terms such as work, career, duty, sexism, and stereotype; fourteen facts on women workers; possible uses of work pictures; concepts to keep in mind during discussions; use of discussion questions; and the work pictures. The work pictures (eighteen of children, twenty-nine of adults) include suggested discussion questions for each picture. Sample work pictures of children are newspaper carrier, watering plants, and school office assistant. Sample work pictures of adults are meat cutter, kindergarten teacher, and research biologist. (CT)

ED 172 030 CE 022 100

Gudenberg, Karl A.
On Developing Community Work-Education Councils.
National Manpower Inst., Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-77
Contract-DL-99-6-653-42-8
Note-15p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Cooperation, Community Involvement, *Community Organizations, Community Support, *Educational Policy, Job Skills, Labor Force, *Manpower Development, Objectives, *Policy Formation, Program Development, Skill Development, *Youth Employment

The principal aim of community work-education councils is to make the transition between the worlds of education and work more rational through a deliberative, collaborative process of public and private interests and initiatives. A cross section of the community must work together as peers in a flexible give and take spirit. Councils should avoid exotic or macroscopic problems. Articulation of a set of specific prioritized problems is a productive way to begin. The prerequisites and steps in the development of community work-education councils includes (1) propitious community climate, (2) optimum participation and representation of community interests, (3) informal idea-swapping and bread-breaking, (4) issue discernment and enumeration, (5) forming an ad hoc working committee, (6) goodwill building, (7) goal formulation, (8) building and sustaining commitment, (9) establishing a formal work-education council, and (10) ongoing issue discernment and goal formulation. (CSS)

ED 172 031 CE 022 101

The Work-Education Consortium: An Inventory of Projects in Progress.
National Manpower Inst., Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Apr 78
Contract-DL-99-6-653-42-8
Note-86p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Programs, *Community Resources, *Consortia, *Information Dissemination, Job Placement, *Occupational Information, *Skill Development, Work Experience Programs, Youth Employment
Identifiers-Comprehensive Employment and Training Act, Youth Employment and Demonstration Projects Act

This inventory contains summaries of current and completed activities sponsored or conducted by local collaborative councils through the Work-Education Consortium Project. The summaries are grouped into ten issue area/process categories: (1) engaging community resources for youth; (2) opportunities for work and service experience; (3) employment awareness-skills development; (4) occupational information and job placement services; (5) exposure to business, industry and labor for educators; (6) council involvement in CETA/YEDPA activities; (7) assessing the local youth transition and employment situation; (8) council goal development and priority setting; (9) awareness building and information dissemination; and (10) special interest projects. Also included is an index to council activities by community, and a list of the thirty-three work-education consortium communities. (CT)

ED 172 032 CE 022 116

Ferrini, Paul Parker, L. Allen

Career Change. A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, Professional Associations.

Technical Education Research Center, Cambridge, Mass.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007605051

Note-209p.; For related documents see CE 021 875 and CE 022 161-165 ; Parts may not reproduce clearly

Pub Type- Reports - Descriptive (141) - Books (010)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Counseling, *Adult Development, Adult Education, Adult Education Programs, Business, *Career Change, Career Choice, Career Education, Career Opportunities, Career Planning, Case Studies, Change Strategies, College Programs, Employment Opportunities, Employment Services, Government (Administrative Body), Industry, Job Placement, Job Search Methods, Occupational Choice, *Occupational Guidance, Occupational Information, Occupational Mobility, Professional Associations, *School Industry Relationship, Training, Vocational Followup, *Vocational Retraining, Working Women

As a product of the Career Change Project by the Technical Education Research Centers, this book describes specific career change programs currently operated by a variety of organizations and includes other information relevant to career change. The book is divided into six major sections. The first section is an introduction which includes chapters on career change in perspective, a career change model and support services, and identification of career change programs. The second section of the book describes four career change programs in business and industry. Section 3 discusses three programs in educational institutions. Three programs for career change in government agencies are presented in section 4. The fifth section discusses two programs which are organized by professional associations. The final section of the book presents a short discussion of other career change programs throughout the United States and briefly describes two current career change research projects. (A more detailed description of the career change programs discussed in this book may be found in the project's case histories see note.) (LRA)

ED 172 033 CE 022 161

Ferrini, Paul

Mechanisms Facilitating Career Mobility at Tektronix, Inc.

Technical Education Research Center, Cambridge, Mass.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Nov 77

Grant-G007605051

Note-47p.; For related documents see CE 021 875, CE 022 116, CE 022 162-165

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Counseling, *Career Change, Career Choice, Career Education, Career Opportunities, *Career Planning, Change Strategies, Employment Opportunities, Employment Services, Job Placement, Job Search Methods, Occupational Choice, *Occupational Guidance, Occupational Information, *Occupational Mobility, Training, Vocational Counseling, Vocational Retraining

Identifiers-*Tektronix Inc

This case history describes the Tektronix, Inc. program of career fulfillment for its 11,000 employees. The study is divided into seven major sections. The first four sections deal with the purpose and philosophy of the program, history and company culture, organizational structure and staff, funding and resources. The fifth section presents mechanisms facilitating employee career mobility. Included in these are the following formal and informal components: (1) traditional informal career discussions with the employee's manager or equivalent; (2) pilot programs to make career counseling more formal and accessible to employees; (3) formal education and training offerings, as well as educational counseling; and (4) an expanded job posting system. The sixth section contains examples of nine career changers at Tektronix. The final section discusses future possibilities for increased employee career change options. (LRA)

ED 172 034 CE 022 162

Ferrini, Paul
The Career Change Program of the Washington State Employment Security Department.
Technical Education Research Center, Cambridge, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 77
Grant-G007605051
Note-63p.; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161, CE 022 163-165
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Counseling, Adult Education, Adult Education Programs, *Career Change, Career Choice, Career Education, Career Opportunities, *Career Planning, Change Strategies, Employment Opportunities, *Employment Services, *Job Placement, Job Search Methods, Occupational Choice, *Occupational Guidance, Occupational Information, Occupational Mobility, Program Development, State Agencies, Training, Vocational Followup, *Vocational Rehabilitation, Vocational Retraining
Identifiers-*Washington

This case history describes the Washington State Career Change Program which is designed to respond to the career needs of unemployed residents who have been laid off or unable to continue their jobs as a result of economic, technological, or health factors beyond their control. The career change program assists these individuals in identifying new career objectives, acquiring job-seeking skills and short-term career training, and in finding viable employment in their chosen career areas. In addition to discussing the overall structure and goals of the program, this case also describes the services offered by the nine contracting agencies which implement the program across the state. There is also a delineation of the program's strengths and weaknesses which have been identified during the first two years of operation, as well as a discussion of changes which are anticipated in the future. The program is operated by the Washington Employment Security Department and is funded through the Comprehensive Employment and Training Act and state funds. (LRA)

ED 172 035 CE 022 163

Thomas, Kirk R. Parker, L. Allen

The Collaborative Educational Programs of the National Association of Bank Women: Mechanisms for Career Change.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78

Grant-G007605051
Note-81p.; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161-162, CE 022 164-165
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Counseling, Adult Education, Adult Education Programs, Banking, *Career Change, Career Choice, Career Opportunities, Career Planning, Employment Opportunities, Females, Higher Education, Job Training, *Management Education, *Occupational Guidance, Occupational Mobility, *School Industry Relationship, Vocational Followup, *Vocational Retraining, *Working Women
Identifiers-*National Association of Bank Women

This case description portrays the educational programs of the National Association of Bank Women designed to meet the special needs of women seeking advancement or career changes in the banking industry. After sketching several shorter programs, the case elaborates upon the collaborative Baccalaureate Degree Program in Management for Women, which is offered at Simmons College in Boston, Mundelein College in Illinois, and Pitzer College in California. This program combines liberal arts, management education, and special training in attitudes and skills less common for women than for men aspiring to executive positions. The program also concentrates college residential requirements in two-week, semi-annual institutes and allows bank women to obtain credits by means of transfer courses, prior work experiences, and independent study. With these credit vehicles and the cooperation of their banks, women can work full-time and still complete the degree in three years. (This case description also includes examples of students who are participating in the management degree program.) (LRA)

ED 172 036 CE 022 164

Ferrini, Paul
The Federal Aviation Administration's Second Career Program.
Technical Education Research Center, Cambridge, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007605051
Note-39p.; For related documents see CE 021 875, CE 022 116, CE 022 161-163, CE 022 165
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Counseling, Adult Education, Adult Education Programs, *Adults, *Career Change, Career Choice, Career Education, Career Opportunities, Career Planning, Employment Opportunities, Job Placement, Job Training, Occupational Choice, *Occupational Guidance, Occupational Mobility, Vocational Followup, *Vocational Retraining
Identifiers-*Air Traffic Controllers, *Federal Aviation Administration

The Federal Aviation Administration's (FAA) retraining program is for air traffic controllers who have been removed from their jobs due to either operational or medical disqualifications. The FAA's New England region second career program deals mainly with older adults who have completed their child rearing and related family responsibilities by the time they enter the program. The services provided by the second career program include vocational counseling and assessment, training, monitoring client progress, and placement services. In the New England program, primary emphasis is placed on securing on-the-job training situations for clients. According to follow-up questionnaire responses, 25% of the program graduates are currently employed. (Interviews with program participants which represent a variety of career choices and training situations are included.) (LRA)

ED 172 037 CE 022 165

Parker, L. Allen

Metropolitan State University. An Institution for Adult Development and Career Change.

Technical Education Research Center, Cambridge, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007605051
Note-137p.; Not available in hard copy due to light print; For related documents see CE 021 875, CE 022 116, CE 022 161-164
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Counseling, *Adult Development, *Adult Students, *Career Change, Career Choice, Career Development, Career Planning, College Credits, Experiential Learning, Higher Education, *Individualized Programs, *Individual Study, Internship Programs, *Occupational Guidance, Occupational Mobility, Personal Growth, School Industry Relationship, Student Evaluation, *Student Responsibility, Vocational Followup, Vocational Retraining
Identifiers-*Metropolitan State University MA

In the adult development and career change program of Metropolitan State University (Minneapolis-St. Paul), a student sets a career or personal enhancement goal and develops a plan detailing the competencies necessary to achieve that goal. The competencies and learning gained from prior experiences are then assessed and documented, while learning activities are designed to gain new competencies. Learning strategy options available to students include (1) group learning opportunities, (2) faculty-designed independent studies, (3) student-designed independent study, (4) internships, and (5) workshops. Metropolitan State University is unique in that it has no campus and only twenty-five permanent faculty members. It relies on community resources including the libraries of three dozen institutions and approximately 300 part-time community faculty members with special expertise. Students design and implement their own education with the guidance of a faculty advisor assigned by the institution. For this reason, the program is especially attractive to fulltime workers seeking career change. (Included in this case history are examples of students who have graduated from the program.) (LRA)

Bilingual Metric Education Modules for Postsecondary and Adult Vocational Education. Core Units, I - V (English and Spanish).

Ellis Associates, Inc., College Park, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-G007604318
Note-477p.; Not available in hard copy due to reproducibility problems; For related documents see CE 021 428, CE 022 167, and CE 022 169
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Vocational Education, *Bilingual Education, Instructional Materials, Learning Activities, *Metric System, Postsecondary Education, Spanish Speaking, *Vocational Education

Five instructional units on the metric system of weights and measures are provided in this document designed for use with bilingual (English and Spanish) students in postsecondary and adult vocational education programs. (This document, divided into Spanish and English versions, is designed to be used with three documents CE 022 167, CE 022 168, and CE 022 169.) The unit titles are (1) measuring length and finding area, (2) measuring volume, (3) measuring time and finding speed and acceleration rates, (4) measuring mass and power, and (5) measuring temperature and energy. Each unit uses the common reference point approach to instruction and includes these elements: a statement of objectives, suggested activities for instructor and student, information sheets, assignment and job sheets, transparency masters, and a unit test with answer key. (JH)

ED 172 039 CE 022 167

Ellis Associates, Inc., College Park, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007604318
Note-379p.; Not available in hard copy due to light and broken type; For related documents see CE 021 428, CE 022 166, and CE 022 169
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Vocational Education, *Bilingual Education, Bookkeeping, *Business Education, Clerical Workers, Learning Activities, Learning Modules, *Metric System, Occupational Information, Office Management, *Office Occupations Education, Postsecondary Education, Secretaries, Spanish Speaking, *Vocational Education

This set of seven instructional units on the metric system application in business and office occupations is one of three metric education modules designed for use with bilingual (Spanish and English) students in postsecondary and adult vocational programs. (Both the Spanish and English versions of this set are provided in the document.) Each unit focuses on one of seven occupational fields: mail clerk, proofreader, clerk-typist, secretary, bookkeeper, office manager, and word processor. Contained in each unit is a statement of objectives, suggested activities for instructor and student, information sheets, assignment and job sheets, transparency masters, and a unit test with answer key. The appendices contain a matrix of common metric multiples and submultiples, a list of common terms and definitions, and brief descriptions of the seven occupational areas. (The first section of this document, entitled ``Metric Systems of Weights and Measures,'' is available as CE 022 166. It contains five core units on the metric system and is designed to be used as the first section of each set of instructional units.) (JH)

ED 172 040 CE 022 169

Ellis Associates, Inc., College Park, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007604318
Note-365p.; Not available in hard copy due to small, thin type; For related documents see CE 021 428, 022 166-167
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Vocational Education, Auto Mechanics, *Bilingual Education, Draftsmen, Electricians, Electronic Technicians, Learning Activities, Learning Modules, Machinists, *Metric System, Postsecondary Education, Spanish Speaking, *Trade and Industrial Education, *Vocational Education, Welders

This set of six instructional units on applying the metric system in trade and industrial education is one of three metric education modules designed for use with bilingual (Spanish and English) students in postsecondary and adult vocational programs. (Both the Spanish and English versions of this set are provided in the document.) Each unit focuses on one of six occupational fields: draftsman, machinist, welder, automotive tune-up mechanic, electrician, and electronics service technician. Contained in each unit is a statement of objectives, suggested activities for instructor and student, information sheets, assignment and job sheets, transparency masters, and a unit test with answer key. The appendices contain a matrix of common metric multiples and submultiples, a list of common terms and definitions, and brief descriptions of the six occupational areas. (The first section of this document, entitled Metric Systems of Weights and Measures,'' is available as CE 022 166. It contains five core units on the metric system and is designed to be used as the first section of each set of instructional units.) (JH)

ED 172 041 CE 022 170

Rice, Eric And Others
Vocational Education in Correctional Institutions: State-of-the-Art Assessment of Programs in Region IV. Volume I, Final Technical Report.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Contract-300-76-037
Note-208p.; For related documents see CF 013 749 and CE 022 171-172
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Admission Criteria, Adult Students, *Adult Vocational Education, Blacks, Caucasians, Community Cooperation, *Correctional Education, Correctional Rehabilitation, *Corrective Institutions, *Delinquent Rehabilitation, Delinquents, Delivery Systems, Demonstration Programs, Educational Innovation, Females, Instructional Staff, Job Placement, Job Training, Males, *Needs Assessment, Occupational Clusters, Participant Characteristics, Program Administration, Program Budgeting, Program Coordination, Program Costs, Program Development, Program Evaluation, Success Factors, *Vocational Education, Vocational Rehabilitation
Identifiers-United States (Southeast)

To identify the issues, characteristics, barriers, and needs related to vocational education provisions in Southeastern correctional institutions, a project was developed. Survey data was collected through a 100% sample of adult and juvenile correctional facilities in seven states. Study procedures utilized a combination of state level interviews, a general survey of institutions, and site visits to nominated exemplary programs. Issues identifited as major topics of concern were (1) population served, (2) barriers and needs, (3) funding, (4) policy, (5) coordination and cooperation, (6) planning, (7) the organizational structure of the delivery system, (8) the character of existing programs, and (9) the nature of successful/exemplary programs. Major identified personnel needs included the need for counselors, additional vocational and academic teachers, special education teachers, reading specialists, and clerical support. Major identified programmatic needs included the need for a comprehensive follow-up system, a job referral service, and additional space. Furthermore, it was found that the character of vocational programs in terms of populations served, types of programs offered, the status of women, and entry requirements was highly similar to the rest of the nation. (Survey instruments are appended.) (Author/LRA)

ED 172 042 CE 022 171

Rice, Eric Poe, John R., Jr.

Vocational Education in Correctional Institutions: State-of-the-Art Assessment of Programs in Region IV. Volume II - Keys for Improving Your Vocational Program: A Review of Exemplary Programs in Southeastern Correctional Institutions.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-76-037
Note-40p.; For related documents see CE 022 170-172
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, *Adult Vocational Education, Ancillary Services, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, *Delinquent Rehabilitation, Demonstration Programs, Educational Innovation, Educational Research, Individualized Instruction, Interagency Cooperation, Job Training, Participant Characteristics, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement, School Personnel, Student Evaluation, *Success Factors, Teacher Characteristics, *Vocational Education, Vocational Rehabilitation
Identifiers-United States (Southeast)

A study was conducted to identify and describe programmatic variables contributing to effective, successful, and innovative vocational education programs in Southeastern correctional institutions. Study sites were selected according to how effectively they promoted in-program success and post-release employment. Data was collected through interviews in twenty-one Southeastern adult and juvenile correctional institutions with program directors, participants (inmates/offenders), instructors, employers, and wardens/superintendents. Variables found to contribute to and to be correlated with successful programs were course development, instruction, inmate characteristics/perceptions, facilities/equipment, instructor characteristics, evaluation, agency cooperation, in-take and release procedures, policy, and support services. Several findings concerning program success were (1) that exemplary programs utilized systems of course and program development which were coordinated with other agencies and empoloyed quantitative data for determining program modification; (2) that instructional methods found to contribute to successful programs included individualized instruction, "live" work and "hands-on" experience, and multi-media classroom instruction, and (3) that the majority of programs utilized support services to supplement their regular instructional programs, e.g., psychological and vocational counseling, tutoring, job placement services. (The key variables checklist is appended.) (CSS)

ED 172 043 CE 022 172

Rice, Eric And Others
Vocational Education in Correctional Institutions: State-of the Art Assessment of Programs in Region IV. Executive Summary.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Contract-300-76-037
Note-39p.; For related documents see CE 022 170-171
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, *Adult Vocational Education, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, *Delinquent Rehabilitation, Delinquents, Educational Innovation, Educational Policy, Financial Needs, Interagency Cooperation, Interagency Coordination, Needs Assessment, Organization, Participant Characteristics, Personnel Needs, Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, Program Improvement, Success Factors, *Vocational Education, Vocational Rehabilitation
Identifiers-United States (Southeast)

A project was initiated to describe vocational education in correctional institutions in Health, Education, and Welfare Region IV, the Southeastern United States. Project objectives were to (1) produce a data and knowledge base concerning correctional institutions' vocational education; (2) describe and quantify Region IV correctional vocational education characteristics; (3) delineate and evaluate issues essential to serving the target population; (4) describe Region IV vocational education programs' organization; (5) illustrate innovative vocational education practices potentially transportable to other institutions; and (6) generate recommendations to improve program effectiveness. Data was collected through a literature review, site visit interviews, a survey of seventy-three institution's officials, and a review of twenty-one exemplary programs. Issues identified were populations served, barriers and needs, funding, policy, coordination and cooperation, planning, delivery system's organizational structure, existing programs' characteristics, and the nature of successful/exemplary programs. Findings included the following. Over 40% adults and 42% juveniles were involved in vocational education programs. The most critical barriers were related to lack of policy, comprehensive programs, and appropriate funding and program isolation. The adult level personnel need was greatest for vocational teachers. Improved interagency coordination and cooperation was one of the three recommendations. (CSS)

Nellis, Muriel And Others

Drugs, Alcohol, and Women's Health: An Alliance of Regional Coalitions. Final Report.

Department of Health, Education, and Welfare, Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-78
Contract-271-77-1208
Note-119p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Alcoholism, *Drug Abuse, *Females, *Health Needs, *Information Needs, Program Evaluation

The needs of women and the content of existing information programs concerned with drug and alcohol abuse and general health were investigated through a nationwide Alliance of Regional Coalitions on Drugs, Alcohol, and Women's Health sponsored by the National Institute on Drug Abuse. Results indicated that: (1) multi-substance abuse is common, but few programs deal with it; (2) substance abuse problems among women have not been documented adequately; (3) a federal interdepartmental task force is needed to focus on these problems; and (4) delivery systems for comprehensive and cost-effective health care services are necessary. (Author/HLM)

ED 172 045 CG 013 446

Dienstbier, Richard A.

Exposure to Theories of Conscience as a Determinant of Cheating.

Pub Date- 75

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory, *Behavior Patterns, *Cheating, College Students, *Emotional Response, Females, Locus of Control, *Reactive Behavior, Research Projects, Self Control, *Student Behavior

Cheating behavior has been found to relate to emotion-attribution explanations. Prior research with second-grade children has indicated that increased self-control occurs in a watching task when the child's emotional response is attributed to internal rather than external actions. In the present study, freshman women (N 221) took a reading comprehension test about conscience development which was either similar to the children's internal or external orientation; control subjects read about memory. Results indicate that the predicted low cheating rate (15%) on a vocabulary test by the internal-condition subjects was significantly different from the external (30%) or the control (31%) subjects. (Author)

ED 172 046 CG 013 447

Cohen, Monroe D., Ed.

Early Adolescents: Understanding and Nurturing Their Development.

Association for Childhood Education International, Washington, D.C.

Pub Date-78

Note-43p.; Some small print may be marginally legible

Available from-Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($2.00)

Pub Type- Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents, *Child Development, *Childhood Needs, *Developmental Stages, *Growth Patterns, Parent Child Relationship, *Physical Development, Pregnant Students, Student Teacher Relationship

This collection of materials is designed to assist those who work with early adolescents in a variety of educational settings. The articles address the following areas of concern: (1) student-teacher relationships; (2) physical growth and development; (3) adolescent needs in terms of self, family, peers, and society; and (4) nutritional patterns and their impact on pregnant teenagers. (HLM)

ED 172 047 CG 013 448

Brock, Gergory W.

Unilateral Marital Intervention: Training Spouses to Train Their Partners in Communication Skills.

Pub Date-78

Note-6p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978); Not available in hard copy due to marginal print quality of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults, *Communication Skills, Disclosure, Empathy, *Interpersonal Relationship, *Intervention, *Marriage Counseling, *Skill Development, *Training Techniques

A marital intervention method similar to conjoint counseling and requiring professional involvement with only one spouse in a marital dyad was investigated. Prior to the treatment, one spouse from each of 44 couples was trained in open, genuine self-disclosure and empathic understanding skills. After this training, 19 spouses trained their partners in the same skills over a five-week treatment period. The remaining 25 spouses held weekly discussions with their partners on five important marital issues. A third group of eight couples served as a no-treatment control. Results indicated that: (1) spouses were able to train their partners in the communication skills; (2) due to the short treatment period, no change was found in the couples' marital satisfaction; (3) it is possible to train spouses as relationship change agents; and (4) intervention methods other than individual counseling are potentially helpful to couples in which one spouse is not willing to participate in marriage counseling. (Author)

ED 172 048 CG 013 450

Fritz, Dan

The Changing Retirement Scene: Decision Makers' Views of Pre and Post Retirement Activities.

Andrus Memorial Foundation, Los Angeles, Calif.

Spons Agency-National Science Foundation, Washington, D.C.; UPS Foundation, Inc., Greenwich, Conn.; Xerox Corp., Rochester, N.Y.

Pub Date-16 Nov 78

Grant-NSF-APR-75-121178

Note-30p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Leaders, *Age, Comparative Analysis, *Gerontology, *Information Sources, Older Adults, Research Projects, *Retirement, *Social Attitudes

Views of decision-makers regarding pre- and post-retirement activities, the sources of information used to learn about older persons, and the impact these sources had on their views about these activities were investigated. Data was gathered from 211 decision-makers that included two subgroups of private sector leaders and two subgroups of public sector leaders. One public sector group included 71 elective officials who held policy-making positions at the city, county, state and federal levels. The second group included 70 administrative heads of social service agencies. The two groups of private sector leaders included 35 corporate heads of personnel from California corporations and 35 presidents of union locals in Los Angeles. Findings indicated that: (1) there were no major differences in how public and private sector decision-makers view pre- and post-retirement activities or in their reliance on information sources about older persons; (2) less scientifically-based information sources had more influence on views regarding pre-retirement activities; and (3) decision-makers favor pre- and post-retirement activities. (Author)

ED 172 049 CG 013 452

Whelihan, William M.

Psychotherapy With Elderly Clients: A Behavioral Approach.

Pub Date-78
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Adjustment Problems, Behavioral Counseling, *Behavior Change, Gerontology, *Institutionalized Persons, *Intervention, *Older Adults, *Psychotherapy, Self Congruence

Behavior modification and behavior therapy techniques with institutionalized and community elderly are powerful approaches which effect changes in behavior quickly and dramatically, and are particularly useful because they involve total staff or family members in their implementation. Unlike psychotropic medications, behavioral approaches do not leave clients unresponsive or disoriented, but instead, focus on target symptoms and deal with these symptoms by manipulation of the social and physical environment of the client. Training in the use of these techniques is straight forward; minimum jargon is required and procedures can be laid out in easily understood steps. Positive results effect heightened morale for all concerned as situations which were previously viewed as hopeless readily resolve as a consequence of the behavioral interventions. In the work that has been done, the power and potential of these approaches for the reversal of nihilistic and ageistic attitudes, treatment of disruptive behaviors, interpersonal conflicts, and decreased motivation for self-care and self-improvement are well documented. Several such approaches are illustrated. (Author)

ED 172 050 CG 013 453

Programming Community Resources; A Training Program For Alcohol Program Administrators.

National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.; University Research Corp., Washington, D.C.
Report No.-DHEW-ADM-78-717
Pub Date-78
Contract-ADM-281-75-0013
Note-135p.; Some small print may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrative Personnel, Agency Role, *Alcohol Education, *Community Agencies (Public), *Community Resources, Counselors, Group Experience, Interagency Cooperation, Needs Assessment, Problem Solving, *Program Planning, Skill Development, Trainers, *Training Techniques

This guide is designed to upgrade and/or develop the assessment and negotiation skills of management personnel who are involved in developing and coordinating resources among community agencies to provide comprehensive services for individuals with alcohol problems. This training program addresses the following topics: (1) community assessment; (2) target problem identification and analysis; (3) planning and conducting interagency negotiation; and (4) group problem-solving techniques. Resource materials, assessment forms, and evaluation instruments are provided in the appendices. (Author/HLM)

The Victim Advocate.

National District Attorneys Association, Chicago, Ill.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-78
Grant-J-LEAA-77-DF-99-0035
Note-57p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Behavior Patterns, *Family Relationship, *Interpersonal Relationship, *Legal Problems, *Marital Instability, Socially Deviant Behavior, *Social Problems, *Violence
Identifiers-*Battered Women

Violence in the family, particularly assault by husbands upon wives (often referred to as wife beating), is a social crisis to which much attention has been drawn by the women's movement. Results of numerous studies indicate that spouse assault rarely occurs as an isolated violent episode, but more often follows a pattern in which attacks by the male spouse increase in both severity and frequency if unchecked. The role of the prosecutor in spouse assault cases is limited. It is, however, within the purview of that office to make recommendations and changes in administrative and legal procedures to permit the victims a choice of remedies in addition to, or as alternatives to, prosecution. (Author/HLM)

ED 172 052 CG 013 455

Olson, James M. And Others

Attitude-Behavior Consistency: An Individual Difference Perspective.

Princeton Univ., N.J.
Spons Agency-Canada Council, Ottawa (Ontario).
Pub Date-Aug 78
Grant-S-76-0344
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, Behavioral Science Research, *Behavior Patterns, Behavior Rating Scales, *Individual Psychology, *Religious Factors, *Self Evaluation
Identifiers-*Self Monitoring Scale (Snyder)

The use of self-monitoring and self-reported variability in cross-situational behavior to identify persons most likely to manifest covariation between their attitudes and behaviors was investigated. In the first session, subjects (N 102) completed Snyder's Self-Monitoring Scale, assessed their religious attitudes and indicated the extent to which they varied from one situation to another in how religious they were. In the second session, approximately one month later, several measures of subjects' religious behaviors since the first session were obtained. Attitude-behavior correlations were computed within each of the four groups of subjects produced by a low-high self-monitoring x low-high variability classification scheme. Results indicated that only those subjects who were classified as low'' on both dimensions manifested consistently high attitude-behavior correlations. (Author)

ED 172 053 CG 013 456

Snyder, Lillian M.

The Deserting Nonsupporting Father: The Scapegoat of Family Nonpolicy.

Pub Date-20 Oct 78

Note-16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coping, *Divorce, *Family Relationship, *Fathers, *Financial Support, Justice, *Legal Problems, Marital Instability, *Parent Responsibility, Parent Role

Deserting fathers are often the victims of a society which is frustrated, ignorant and failing in its provision of sound family policy. A study of the impact of the criminal justice system on deserting nonsupporting fathers in relation to the fulfillment of their roles as providers indicates that these individuals need assistance in coping with their dilemma. Possible strategies for coping with this problem include: (1) organization of neighborhood family crisis centers; (2) provision of job opportunities for each family head and supplementary salaries during the working years; (3) reorganization of health services; and (4) improvement of public welfare services. (Author/HLM)

ED 172 054 CG 013 457

Yllo, Kersti Straus, Murray A.

Interpersonal Violence Among Married and Cohabitating Couples.

New Hampshire Univ., Durham.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Oct 78
Grant-MH-27557; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Anti Social Behavior, *Behavior Patterns, Interaction Process Analysis, *Interpersonal Relationship, *Marital Instability, *Marital Status, Marriage, Reactive Behavior, Research Projects, *Violence
Identifiers-*Cohabitation

Based on previous research on cohabitation and Levinger's model of marital cohesiveness and dissolution, the hypothesis that a higher level of violence exists in ongoing marriages than in ongoing cohabitating relationships was investigated. Data from a national sample of 2,143 adults did not support this hypothesis. Instead the reverse was found, i.e., cohabitors are appreciably more violent than marrieds. However, cohabitors who are over 30, divorced women, those with high incomes, and those who had been together for over 10 years, had very low rates of violence. (Author)

ED 172 055 CG 013 480

McCubbin, Hamilton I. And Others
Developments in Family Stress Theory: Implication for Family Impact Analysis.
Pub Date-78
Note-15p.; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adaptation Level Theory, Behavior Patterns, Family (Sociological Unit), *Family Relationship, *Family Structure, Financial Support, Group Unity, Models, *Reactive Behavior, *Social Environment, *Stress Variables

Family stress theory as a framework for family policy and family impact analysis is compatible with, and a logical development within, a broader ecological context of immediate and wider social environments. The central assumption of the family stress framework is that families have the capacity to organize a variety of supports economic, social, and psychological and are capable of responding to stress in creative and adaptive ways. This framework encourages an important shift in emphasis toward prevention rather than treatment and the development of support programs and related policies. (Author)

ED 172 056 CG 013 481

Karls, James M.

Community Mental Health Care of the Elderly: Policy Making and Implementation.

Pub Date-Nov 78

Note-61p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Policy, *Administrator Attitudes, *Age, *Community Health Services, Counselor Role, Delivery Systems, Gerontology, *Health Personnel, *Health Programs, Models, Older Adults, Research Projects, Rural Urban Differences, Social Attitudes

Low rates of service to older persons in community mental health programs were investigated in 20 California county government sponsored programs. County administrative officers, mental health advisory board members, directors, clinic supervisors, and clinical staff were surveyed through a mailed questionniare. Levels of awareness of problems of the older population, familiarity with relevant government policy, perception of the community's priority for elders, and personal priority for elderly and attitude toward them were explored. The study controlled for urban/rural locale and for the availability of alternate services. Results indicated that perception of communities' priorities for providing service was significant. Awareness of problems of elders and of relevant governmental policies, especially federal, was generally low. Attitude toward aged was highly positive among all respondents but, in contrast, personal priority for service to elders was lowest. Among policy formers, directors and advisory board members tended to be more important in developing services to elders. (Author)

ED 172 057 CG 013 482

Dowd, James J. LaRossa, Ralph

Primary Group Contact and Elderly Morale: An Exchange/Power Analysis.

Georgia State Univ., Atlanta.; Georgia Univ., Athens. Dept. of Sociology and Anthropology.

Spons Agency-Administration on Aging (DHEW), Washington, D.C. Federal Council on the Aging.

Pub Date- 78
Grant-90-A-1010-2
Note-41p.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Family Relationship, Gerontology, *Group Relations, *Individual Power, Interaction Process Analysis, Males, Morale, *Older Adults, *Power Structure, *Sex Differences, Social Exchange Theory

Using a sample of 757 middle-aged and older residents of the Atlanta metropolitan region, the relationship between primary group contact and morale was investigated. With a control for sex and dependency, results indicated that: (1) interaction with children has a negative impact on the morale of dependent, older males; (2) visits with children and grandchildren are perceived by the dependent older male as a drama in which the ascending generations legitimize their claims to leadership through a gradual process of situation redefinition, and (3) one manifest result of having to cede control to middle-aged offspring is lower morale on the part of the older male. (Author)

ED 172 058 CG 013 483

Austin, Carol D.

Providing Alternatives to Nursing Home Care: An Interorganizational Analysis.

Pub Date-16 Nov 78

Note-21p.; Paper presented at the Conference of the Gerontological Society (31st, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, *Community Agencies (Public), Community Health Services, *Delivery Systems, Gerontology, *Interagency Coordination, Interagency Planning, Older Adults, *Organizational Development, Residential Care

The development of alternatives to institutionally based long-term care requires the creation of greater interdependence among community based agencies and the provision of appropriate interdependence as the foundation for coordinated service delivery. Theoretical models of interorganizational interdependence are examined and assessed for their utility in understanding issues of community based long-term care services. Assumptions underlying available models (power, symmetry, technological, functional and goal consensus) are critically analyzed for their applicability to long-term care. Case study data from a demonstration project which sought to develop alternatives to nursing home care are presented. Interorganizational power relationships are identified as major explanatory variables with distinctions drawn between symbolic and instrumental interdependence among community agencies. A developmental model of the process involved in creating interdependent delivery systems is presented, including the central conceptual notion of cultural lag, or the distance that must be traversed between recognition of the need for greater interdependence among agencies and their capacity to actually create those circumstances. (Author)

ED 172 059 CG 013 484

Cann, Arnie Pearce, Lorena

Performance Attributions as a Function of Task and Performer's Sex.

Pub Date-78

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory, Behavioral Science Research, *Behavior Patterns, Factor Analysis, *Performance Factors, Research Projects, *Sex Differences, *Success Factors, *Task Performance

Attributions of causes of successful task performances as a function of task and sex of the performer were investigated. Introductory psychology students (N 157) were presented with closed-circuit, videotaped episodes in which a male or female stimulus person performed a card-guessing task for 10 trials. Subjects heard the task described to the subject'' by a male experimenter as a luck- or skill-based task and than predicted the likely performance of the subject.'' Actual trials followed with the success rate programmed by the experimenter; the subjects also evaluated the performance of the subject.'' The four independent variables in the 2 x 2 x 2 x 2 factorial design were task, outcome, stimulus person, and sex of subject. Results indicated that: (1) successful females are seen as lucky when compared to male counterparts achieving the same level of performance; (2) observers expected females to be superior on luck-tasks and males to be superior on skill-tasks; and (3) ability, effort, and task difficulty were more relevant for performance on the skill task. (Author)

ED 172 060 CG 013 485

Seelbach, Wayne C. Hansen, Charles J.
Satisfaction With Family Relations Among the Elderly.
Pub Date-Oct 78
Note-18p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Family Relationship, Gerontology, Institutionalized Persons, Interaction Process Analysis, *Life Style, *Older Adults, *Participant Satisfaction, *Perception, *Quality of Life, Research Projects

Perceptions of 160 institutionalized and 207 noninstitutionalized old people (mean age 76.6 yrs.) were examined with respect to the quality of their family relations. Responses to six survey items measuring satisfaction with various aspects of family relations were cross-tabulated with gender, marital status, health status, age, and living arrangements to discern significant variations in satisfaction with family relations. Chi-square and gamma were employed as measures of significance and strength of association. In addition to measuring respondents' overall evaluations of their families, survey items assessed such factors as: (1) satisfaction with general treatment received from families; (2) the attention which families paid to the older person; and (3) the amount of love and affection received from their families. The majority (80%) of the respondents were generally satisfied with their family relations, with some significant differences existing between the married and the widowed as well as between institutionalized and noninstitutionalized respondents. (Author)

ED 172 061 CG 013 486

Mahoney, Kevin J.

The Effects of Forced Coordination on Organizational Interrelationships and Services to Clients.

Pub Date- 78
Note-11p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Agencies (Public), Delivery Systems, *Interagency Cooperation, *Interagency Coordination, Older Adults, Organizational Development, *Power Structure, *Program Effectiveness, Program Evaluation, *Rural Clinics
Identifiers-*Community Based Care Agency Evaluation Project

The mechanisms and sub-processes of forced coordination and their effects on interorganizational relationships and on services delivered to elderly and disabled clients in a rural community were examined. Participant observations gathered over 18 months and buttressed with information available from historical and case records from the Community-Based Care Agency (CBCA) Evaluation Project and the results of a formal survey of agency administrators provided the data. Results indicated that forced coordination had limited ability to bring organizations together and to increase work cooperation. Where agency interaction did increase, the gains were offset by fights over domain and greater agency inflexibility. Forced coordination succeeded in bringing little significant improvement in the accessibility, comprehensiveness, efficiency, responsiveness, accountability and quality of services for rural aged clients. (Author)

ED 172 062 CG 013 487

Lambert, Nadine M.

Applications of Adaptive Behavior Measurement in the Public School Setting.

Pub Date-78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adaptation Level Theory, *Adjustment (to Environment), *Behavior Rating Scales, *Cognitive Measurement, Elementary Education, Elementary School Students, Intelligence Tests, *Interpersonal Competence, Item Analysis, Measurement Instruments, Program Evaluation, Test Reliability, *Test Validity

Identifiers-*Adaptive Behavior Scales

The Adaptive Behavior Scale, as developed, contains 10 domains of behavior reflecting independent functioning and social-emotional responsibility in Part One, and 14 domains of behavior appraising social-emotional adaptation in Part Two. The establishment of construct validity and standardization of the Scale for use with normal and handicapped students attending public school is described in terms of several studies, using class placement as the adaptive behavior criterion, to which multiple regression and multivariate analysis of variance procedures have been applied. The following areas of concern are addressed by the validity studies: (1) use of the Scale to measure a wide range of levels of adaptive behavior of normal and handicapped children; (2) identification of mildly retarded students by the Scale's measurement of different types of social functioning; (3) the ability of the Scale to provide an individual profile which can be used to plan and develop an appropriate educational program for the pupil; and (4) the general applicability of the Scale as a tool for educational diagnosis. (Author/HLM)

ED 172 063 CG 013 488

Markunas, Patricia V.

Age Norms and Age Constraints in Adulthood.

Pub Date-1 Sep 78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, Adults, *Age, *Age Differences, Behavior Patterns, *Developmental Tasks, *Group Norms, Individual Characteristics, Research Projects, *Social Status

The age-status system in adulthood was investigated, using a 58-item instrument which divided adulthood subjectively into three periods: normative expectations for various adulthood developmental tasks (marriage, parenthood, employment, retirement, etc.); the lower age constraints ("too young") for these behaviors. In addition, 22 items regarding personal and life history information about each subject were included. Two mailed response surveys of 1560 men and women between the ages of 25 and 55 years yielded 670 useable surveys. A factor analysis revealed nine meaningful factors including: (1) youth and young adulthood tasks; (2) maturity and career responsibilities; (3) norms for family events; (4) maturity and family responsibilities; (5) youth and career responsibilities; (6) subjective assessment of age; (7) prolonged adolescence; (8) retirement; and (9) length of education and career decisions. Age differences were of greatest importance; older subjects held more restrictive views on age norms and constraints than younger subjects. Attitudes corresponded with personal experience and decisions. (Author)

Evaluation of Florida's START Center Programs.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Jun 78
Note-36p.; For related documents see CG 013 490-494
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Corrective Institutions, Counseling Services, *Delinquent Rehabilitation, Delinquents, Institutional Research, Program Evaluation, Recidivism, *Rehabilitation Programs, *Therapeutic Environment, *Youth Programs
Identifiers-*Florida Youth Services Program, Short Term Adolescent Rehabilitation Treatment, *START Programs

The suburban or rural Short Term Adolescent Rehabilitation Treatment (START) Centers house 20 or 25 youths unable to cope with daily community involvement, yet not requiring institutional isolation or security. This program evaluation monitors the effectiveness of the START program. The report examines in detail the types of delinquent youth committed. Sex, offense, and number of commitments appear to be key factors relative to the type of youth best served by the program. A considerable increase in expenditures occurs when transfers are made. The evaluation advises increased attention in placement, more effective handling within the program, and credit for time spent and goal achievement. Aftercare and recidivism data provide little additional grounds for criticism of the program. (Author/LS)

ED 172 065 CG 013 490

Evaluation of Florida's Juvenile Training Schools.
Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Feb 77
Note-25p.; For related documents see CG 013 489-494 ; Tables may not reproduce clearly; Best copy available
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correctional Rehabilitation, *Delinquent Rehabilitation, Delinquents, *Followup Studies, Institutional Research, Program Evaluation, *Recidivism, *Rehabilitation Programs, *Residential Centers, Therapeutic Environment
Identifiers-*Florida Youth Services Program

This evaluation of Florida's extensive system (from 140 to 395 youths) of self-contained juvenile training schools (TS) profiles the delinquent client population and examines the recidivism rate. After discussing the dangers of using recidivism as the sole indicator of rehabilitation, the study's methodology is explained. A random sample follows the subjects from furlough (parole) through a year of followup study. Case files provide data on the child and family; only the background variables of sex, number of prior commitments, and type of offense show a significant relation to success, while in-program experience shows non-significant relation to success. A comparison is made with earlier data, and goals for future studies are suggested. (LS)

ED 172 066 CG 013 491

Evaluation of Florida's Group Treatment Programs: A Population Profile and Recidivism Study.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Feb 77
Note-24p.; For related documents see CG 013 489-494
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Programs, Correctional Rehabilitation, *Delinquent Rehabilitation, Delinquents, *Group Counseling, Institutional Research, Program Effectiveness, Program Evaluation, *Recidivism, *Rehabilitation Programs, *Residential Programs, Youth
Identifiers-*Florida Youth Services Program

This evaluation profiles the population and studies the recidivism rate for Florida's three community-based, residential group treatment (GT) programs for juvenile delinquents not requiring the more intensive security and isolation of the state's training schools. Other ERIC documents describe the smaller (serving 7-25 youths) positive peer culture programs of Halfway Houses, START (Short Term Adolescent Residential Treatment) centers, and Group Treatment Homes (GTH) that are the collective focus of this report. Here, recidivism is shown as an incomplete but still primary measure of rehabilitation success. The random sample of 1973 GR furlough (parole) lists compares recidivism, in-program experience, demographic and juvenile justice backgrounds with the 1972 sample. Recidivism rates for both years are similar, as is the elapsed time between serious offenses. Neither in-program nor background experience show a significant relationship to recidivism. The goals for future studies conclude the report. (LS)

Evaluation of Florida's STEP Program.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Jun 78
Note-28p.; For related documents see CG 013 489-494
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Camping, *Delinquent Rehabilitation, Delinquents, *Experiential Learning, Followup Studies, *Group Counseling, *Outdoor Education, Peer Groups, Program Evaluation, Recidivism, *Rehabilitation Programs, Therapeutic Environment, Youth
Identifiers-*Florida Youth Services Program, *STEP Program

Project STEP (Short Term Elective Program) is an outdoor-educational program that, through teaching wilderness survival skills and affording a necessity for their use, provides juvenile delinquents with a feeling of self-reliance and self-worth. The program is designed for committed youths, primarily males, at least 13 to 14 years of age, but preferably older. Participants must be within the normal range of intelligence, have not committed a violent offense and have expressed a desire to participate in the program. For the juvenile delinquent, this often means basic changes in his perceptions of himself and others, his self-concept and attitudes. Wilderness survival includes a long canoe trip and a three- to six-mile run each day. The youths learn to cook, keep clean in primitive circumstances, stay dry and build fires in the rain, paddle in the dark, read the compass, and sleep in tents. They learn elementary astronomy, a bit about the weather, and a lot about their own interactions with each other. The program has built-in stress, but includes group treatment, which takes the form of peer-group Reality Therapy, that emphasizes responsibility for personal behavior and its consequences. When the youths return home, they are actively assisted through a follow-up period to retain their new self-concept and attitude toward cooperation back in the community, and to find jobs or enroll in school. (Author/CKJ)

ED 172 068 CG 013 493

Evaluation of Florida's Intensive Counseling Program.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Mar 77
Note-23p.; For related documents see CG 013 489-494
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Programs, *Counseling Effectiveness, *Delinquent Rehabilitation, Followup Studies, *Parent Counseling, *Performance Contracts, Program Evaluation, *Recidivism, Rehabilitation Programs, *Youth
Identifiers-*Florida Youth Services Program

This report evaluates the pilot Intensive Counseling Program which serves juvenile delinquents with community-based group (eight to ten youths) counseling sessions that meet at least four times a week, and are less expensive and more personalized than traditional residential treatment. Youths and parents contract for the program and must be able to travel to the sessions. Besides conducting group sessions, counselors verify group discussions with related community persons, conduct required parent sessions, and provide community referral services. Program objectives of replacing other treatments and reducing recidivism more than other programs are met or exceeded. Data comparing Intensive Counseling graduates with a control group of youths furloughed from training school to "Aftercare'' reveal differences only in offense type and prior commitments. These results point to consideration of these factors in candidate assignment. Care in drawing conclusions from the favorable low recidivism rate is cautioned. (LS)

ED 172 069 CG 013 494

Evaluation of Florida's Eckerd Wilderness Camp Program.
Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
Pub Date-Jun 78
Note-21p.; For related documents see CG 013 489-493
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Camping, *Delinquent Rehabilitation, Delinquents, *Experiential Learning, Institutional Research, *Outdoor Education, Parent Counseling, Program Effectiveness, Recidivism, *Rehabilitation Programs, Therapeutic Environment
Identifiers-*Eckerd Wilderness Camp Program, *Florida Youth Services Program

This report evaluates year-long wilderness camping rehabilitation program for juvenile delinquents believed ``emotionally problemed.'' The remote camps teach through an experience curriculum encompassing daily camping style tasks, with integration of experience via three-day home visits every six weeks followed by written reports by parents. Data profiling the population, aftercare and recidivsim reveal that the younger offender is more likely to recidivate, that placements are only half of capacity (partly due to overlong stays averaging 16 months and partly due to legal considerations), almost all youngsters are first commitments and younger than in other commitment programs, white youth placement exceeds their commitment proportion, aftercare diminishes sharply after three months, school attendance parallels this drop, and the recidivism success rate is 53% after a year, dropping to 40% half a year later. (LS)

ED 172 070 CG 013 495

Pastorello, Thomas

Time as a Tool for Policy Analysis in Aging.

Syracuse Univ., N.Y. All-University Gerontology Center.

Pub Date-3 Sep 78

Note-19p.; For related document see CG 013 496; Paper presented at the Society for the Study of Social Problems (San Francisco, California, September 3, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Gerontology, *Policy Formation, Research Utilization, Retirement, *Social Planning, *Time Perspective

Identifiers-*Aging, *Time Paradigm

National policy makers have put forth different life cycle planning proposals for the more satisfying integration of education, work and leisure over the life course. This speech describes a decision making scheme, the Time Paradigm, for researched-based choice among various proposals. The scheme is defined in terms of a typology of time-related concepts of sequence, duration, rate, rhythm, recurrence, routine, synchronization, age, period, and cohort in an integrated method. The model's comparative analysis of: the Sugarman Sabbatical Plan, the Gosta Rehn Public Insurance System, the Santa Clara Cafeteria Plan'' and the Marziale Flexible Retirement Plan test its practical applicability. The Time Paradigm selects the Santa Clara Plan because of its potential for dealing with the life course problems of all age groups, as well as those of the elderly, as the preferred plan for national implementation. (Author/LS)

ED 172 071 CG 013 496

Pastorello, Thomas

Time as a Basic Concept for Theory Building in Social Gerontology.

Syracuse Univ., N.Y. All-University Gerontology Center.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-18 Nov 78

Grant-90-A-1054/02

Note-14p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978); For related document see CG 013 495

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Gerontology, *Policy Formation, Research Utilization, Retirement, *Social Planning, *Time Perspective, Typology

Identifiers-*Aging

A typology of time-related concepts is put forth as a step toward the building of comprehensive theory in aging. The concepts derive from statistics (age, cohort, period effects), the theoretical writings of Sorokin (life course role sequences, durations and rates), the writings of Riley (on the synchronization of life course socialization and role allocation processes) and the life cycle planning literature (the use of time over the life course in the areas of education, work and leisure). The utility of the typology for resolving the cohort analysis problem'' (the confounding of age, cohort and period effects) in life planning research is outlined. (Author)

ED 172 072 CG 013 504

Cicirelli, Victor G.

Relationship of Family Background Variables to Locus of Control in the Elderly.

Purdue Univ., Lafayette, Ind.

Pub Date- 78

Note-18p.; Research was supported by the AARP-NRTA Andrus Foundation

Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Family Influence, *Family Relationship, Gerontology, *Interaction Process Analysis, *Interpersonal Relationship, *Locus of Control, *Older Adults, Reinforcement, *Siblings

Identifiers-*Rotter Internal External Locus of Control Scale

The relationship of family variables to locus of control, under the hypothesis that a larger and more cohesive family provides greater reinforcement for the elderly person's actions was investigated. Elderly persons (N 200) aged 60-90 were interviewed at home and given Rotter's I-E scale. In a regression analysis, after removing effects of age and socioeconomic status, number of living brothers, sibling cohesiveness, and child cohesiveness (where cohesiveness as a factor score made up of amount of contact, closeness of feeling, and values agreement) accounted for eight percent of variance in locus of control, with cohesiveness associated with greater internality. Cohesiveness, acting through locus of control, was identified as part of an adaptive mechanism in old age. (Author)

ED 172 073 CG 013 505

Aronson, David W. And Others

A Study of Sexual Aggression Among University Males.

Pub Date-Aug 78

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, Anti Social Behavior, *Behavior Patterns, College Students, *Individual Characteristics, *Males, Personality Assessment, Research Projects, *Sex (Characteristics), *Sexuality

To investigate sexual aggressiveness in college-age males, a sexual experiences questionnaire was used for preselection of university males high, moderate and low in sexual aggressiveness. High and moderate males were individually interviewed by a trained male graduate psychology student, and all three groups were administered a variety of attitudinal, communication and adjustment inventories. Between-group comparisons suggested a sociopathic-like conceptualization of the high sexually agressive male. Results were discussed in terms of two theoretical formulations of rape (individual psychopathology vs. social control models), and applications to clinical psychology were drawn. (Author)

ED 172 074 CG 013 506

Socha, Elizabeth D.

College Premarital Sex Versus Self-Esteem, Religion, and Politics.

Pub Date-22 Oct 78
Note-17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 9-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, College Students, Comparative Analysis, *Females, Marriage, *Political Attitudes, *Religious Factors, Research Projects, *Self Esteem, *Sexuality, *Student Attitudes

Premarital sexual attitudes of a convenience sample of 95 young unmarried college women were examined to ascertain the association between liberality of premarital sexual attitudes, religiosity, conservatism, self-reported premarital sexual behavior, and self-esteem. SPSS Pearson Correlation analysis showed different patterns for the group as a whole and for the sexually experienced sub-group of 51 women. For the group as a whole, liberality of sexual attitudes was negatively associated with religiosity and conservatism, positively associated with self-reported sexual behavior, and not significantly associated with self-esteem. For the sexually experienced sub-group, liberality of sexual attitudes was negatively associated with religiosity and conservatism, and showed some positive associations with self-esteem. These results suggest a straightforward association between religiosity, conservatism, and sexual behavior, but suggest that the linkage between these factors and self-esteem is more complex than expected. (Author)

ED 172 075 CG 013 507

McCord, Joan

A Longitudianl Study of the Link Between Broken Homes and Criminality.

Drexel Univ., Philadelphia, Pa. Dept. of Psychology and Sociology.; Massachusetts State Dept. of Probation, Boston.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date-21 Oct 78

Grant-2-R01-MH26779

Note-23p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anti Social Behavior, *Behavior Patterns, Child Development, Crime, *Criminals, Environmental Influences, *Family Environment, *Family Life, Longitudinal Studies, *Males, Research Projects

Identifiers-*Broken Homes

Possible explanatory theories of the relationship between broken homes and crime include the following: (1) broken homes lead to crimes if there are ''catalytic agents''; (2) broken homes lead to crime if these homes fail to provide certain conditions which promote socialization; and (3) broken homes and crime have a common source, but not a causal relationship. Each of these possibilities was tested by using data from a longitudinal study of 230 males, including the descriptions of childhood homes collected 30 years prior to collection of information about criminality. Because crimes were generally committed after termination of the project from which data about childhood had been gathered, unidirectionality of relationships between home variables and crimes was assumed. Derivations from propositional calculus permitted identification of the third explanatory theory as the only one consistent with the evidence. (Author)

ED 172 076 CG 013 508

Pauker, Jerome D.

Personality and Examination Score Correlates of Abnormal Psychology Course Ratings.

Pub Date-28 Aug 78

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, *Correlation, *Course Evaluation, Credit Courses, *Grades (Scholastic), Higher Education, Individual Characteristics, *Personality Assessment, Rating Scales, Research Projects, Sex Differences, Student Attitudes, *Testing Problems

Identifiers-*Minnesota Multiphasic Personality Inventory

The relationship between the ratings students assigned to an evening undergraduate abnormal psychology class and their scores on objective personality tests and course examinations was investigated. Students (N 70) completed the MMPI and made global ratings of the course; these scores were correlated separately by sex with the T scores of 13 MMPI scales, with the combined scores of the two class examinations taken earlier in the course and with the score obtained by summing the scores of these two examinations and the final examination score. There was only one statistically significant correlation among the 30 calculated. Results suggest that neither personality characteristics nor examination grades appear to have affected course ratings. (Author)

ED 172 077 CG 013 519

Downey, Ronald G. Kirkeide, Loren
Dimensions and Dimension Relevance in LPC Selection and Evaluation.
Pub Date-78
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Rating, Behavior Patterns, *Behavior Rating Scales, College Students, *Contingency Management, Factor Analysis, *Interpersonal Relationship, *Leadership Qualities, Models, Research Projects, *Sociometric Techniques, *Test Construction
Identifiers-*Least Preferred Coworker Scale

Many criticisms of Fiedler's contingency model focus upon the LPC (Least Preferred Coworker) scale. The characteristics of the LPC scale were investigated in two studies. Experiment 1 focused upon determining the factor structure of LPC and relevance ratings, while Experiment 2 dealt with relationships among LPC, relevance, and self-ratings. Results indicate the following: (1) the growing body of research supports the finding that LPC can be more productively viewed as a multidimensional measure rather than the bipolar task versus relationship oriented scale proposed by Fiedler (1967); (2) LPC should be viewed as an indirect measure of the rater's attitudes and priorities vis-a-vis a description of an undesirable person; (3) the results draw into question the LPC typology proposed by Fiedler and suggest that the low-LPC person be considered highly oriented to the dimension being rated, and a high LPC score as indicating the absence of this orientation; and (4) many of the problems associated with research on the Fiedler model are the result of the measurement problems associated with LPC, and point directly to the need to develop an alternative means of measuring this critical individual characteristic. (Author/CKJ)

ED 172 078 CG 013 520

Schwartz, Lita Linzer
Sex-Roles: Why, What, and How.
Pub Date-29 Aug 78
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Discriminatory Attitudes (Social), *Elementary Secondary Education, *Sex Role, Sex Stereotypes, *Social Attitudes, Student Teachers, *Teacher Education Curriculum, *Teaching Methods

The teaching of sex-role stereotyping issues in an educational psychology course for student teachers is discussed. Issues presented include influences on the learner, the teaching of sex roles and stereotypes in the elementary grades, the presence of role models at home and school, contributions of curriculum to sex-role stereotyping and the potential effects of sex-role stereotyping. Activities for students enrolled in the educational psychology course are described in terms of strategies for increasing individual awareness of sex-role stereotyping. (ALM)

ED 172 079 CG 013 521

Friedman, Toby B.

Self-Testing, Continued Competence, and Relicensure.

Pub Date-28 Aug 78

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability Identification, *Educational Assessment, Higher Education, *Improvement Programs, Individual Needs, Professional Continuing Education, *Professional Personnel, *Self Evaluation, *Self Help Programs, *Skill Development

Over the past six to eight years the Center for Occupational and Professional Assessment at the Educational Testing Service has conducted many efforts in the area of professional self-testing to identify individual strengths and weaknesses as well as to determine what professionals learn from exposure to new information. The results of these efforts include the development of several self-testing kits, which incorporate various testing methods and media such as multiple-choice tests of cognitive knowledge, audio cassettes and written simulations. These self-assessment tests provide professionals with practical, cost-effective ways to increase their knowledge and skills. (Author/HLM)

ED 172 080 CG 013 522

Feldstein, Jerome H.
Sex Differences in Cross-Sex Choices of Models.
Pub Date-29 Aug 78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Role Models, *Role Perception, *Selection, *Sex Differences, *Sex Role, *Sex Stereotypes, Social Factors, Student Attitudes, Television Viewing

The likelihood that females designate persons of the opposite sex as models more often than do males was investigated. Subjects, 61 boys and 64 girls from the sixth grade, plus 52 males and 83 female college students, indicated which other person, past or present, they would most like to be. Approximately 25% of females designated male models while cross-sex choices by males were negligible, the sex difference being statistically reliable at both age levels. Among children, public school girls made significantly more cross-sex choices than parochial school peers. Results indicated that lack of available female models was not the sole reason for obtained sex differences and that television played an inordinate role in children's choices. (Author)

ED 172 081 CG 013 523

Barnett, Mark A.

Situational Influences and Sex Differences in Children's Reward Allocation Behavior.

Pub Date-1 Sep 78

Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, Children, Elementary School Students, *Environmental Influences, *Peer Influence, Reactive Behavior, Research Projects, *Rewards, *Sex Differences, *Student Behavior

Identifiers-*Allocation Behavior

The effects of situational influences and sex differences in the reward allocation behavior of children was investigated in four studies. Experiment 1 focused on the distribution of rewards to workers presented as being in either a unit or non-unit relationship with each other. The second experiment determined whether a similar pattern of sex differences in allocation behavior would occur under conditions in which the child was led to believe that he or she was more or less successful than an actual competitor. Experiment 3 and 4, in addition to assessing sex differences, explored the role of peer models on children's reward allocation behavior. Results indicated that: (1) boys are more self-serving than girls in their division of rewards under competitive instructional set conditions wherein the child-allocator serves as a co-recipient; (2) allocation behavior is influenced by the pattern of distribution modeled by a same-sex peer; and (3) allocation behavior is affected by informing the children that the competition outcome is due to differences in worker ability or a function of chance, but only for the winning'' children. (Author/HLM)

ED 172 082 CG 013 524

Terborg, James R. Zalesny, Mary D.

The Socialization of Women Graduate Students in Traditional and Non-Traditional Academic Disciplines.

Pub Date-Aug 78

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, *College Majors, Comparative Analysis, *Females, Graduate Students, *Graduate Study, Higher Education, Interpersonal Relationship, *Nontraditional Occupations, Research Projects, Self Evaluation, *Sex Differences, *Sex Discrimination, *Socialization, Work Experience

The socialization process (defined as the transition from ``naive newcomer'' to ``established incumbent'') of women into both traditional and non-traditional academic disciplines was investigated. Graduate students (N 98 males and 46 females) completed questionnaires assessing work congruence, problem areas, personal feelings, physical health, life stresses, work involvement, perceptions of accomplishment, and expected units of credit and grades. Results indicated that: (1) few differences exist between male and female graduate students in terms of work and life experience; (2) interpersonal relations with other graduate students tended to decline in the early part of the academic year; and (3) although females initially ``fit in'' less well than males, this difference was reduced to non-significance by the end of the first semester. (Author/HLM)

ED 172 083 CG 013 525

Baum-Baicker, Cynthia
Dynamic Treatment of the Aged.
Pub Date-78
Note-6p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counseling, *Counselor Role, *Depression (Psychology), Gerontology, *Helping Relationship, *Older Adults, *Psychotherapy

A humanistically-oriented dynamic approach for the treatment of depression in older persons is presented. A multi-level therapeutic model of treatment is discussed in detail. Included are initiation of the therapeutic relationship, specific tools for problem-solving, relationship building, and insight, termination, transference, and countertransference issues. (Author)

ED 172 084 CG 013 526

Reedy, Margaret N. Birren, James E.

Loving Happily Ever After: Age Differences in Satisfying Love Relationships.

Pub Date-Sep 78
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Age Differences, *Behavior Patterns, Comparative Analysis, Individual Needs, Interaction Process Analysis, *Interpersonal Relationship, Life Style, *Marriage, *Participant Satisfaction, Research Projects

Identification of age differences as a major characteristic of satisfying heterosexual love relationships was investigated. Married couples (N 102), divided equally into three groups, i.e., young, middle-aged, and older adults, completed a 108-item instrument, rating each statement in terms of how well it described their current love relationship. Results indicated that: (1) older adults have higher ratings for emotional security and loyalty and lower ratings for sexual intimacy than young or middle-aged adults; (2) young adults have higher ratings for communication than middle-aged or older adults; and (3) over time, love relationships are more likely to be based on loyalty, commitment, and tradition. (Author/HLM)

ED 172 085 CG 013 527

Downey, Ronald G. Saal, Frank E.

Evaluating Human Judgement Techniques.

Pub Date-78

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Behavior Patterns, *Behavior Rating Scales, *Evaluation Criteria, *Evaluation Methods, *Performance Criteria, *Psychometrics, Reactive Behavior, Testing Problems

Identifiers-*Judgment

The development of some psychometric indices of performance rating quality based in judgement is traced. The conceptual and analytical confusion that characterizes contemporary research in this area is described. The operational definitions of several criteria of rating quality, including leniency and severity of the rating effect, halo effect, central tendency, and reliability are discussed. A set of positively-toned criteria for evaluating the quality of rating data as well as the suitability of some common research designs for generating statistical indices is presented. (Author/HLM)

ED 172 086 CG 013 528

Drug Education Program.
Department of Defense, Washington, D.C.
Pub Date-Feb 78
Note-9p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, *Drug Education, Elementary School Students, Elementary Secondary Education, Perception, *Program Design, *Referral, School Responsibility, School Role, Secondary School Students, *Student Attitudes, *Teaching Techniques

Although designed specifically for schools on overseas military bases, this brief guide for the development of drug education programs for elementary and secondary school students can be used as an outline for any school-related drug education program. The materials in the handbook address the following areas of concern: (1) suggestions of topics to be included in health education curricula; (2) techniques for integrating drug-related topics into other classes; (3) school referral procedures for students exhibiting inappropriate behavior in school; and (4) ideas representing the perceptions of many students about American schools in general. (Author/HLM)

ED 172 087 CG 013 529

Bruce, Jean C. And Others

Dimensions For Living; A Teaching Guide, Grades K-3.

Tidewater Public Schools, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Agricultural Education Branch.
Pub Date--77
Grant-OEG-373-0101; Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Family Life Education, *Family Relationship, *Humanistic Education, Individual Needs, *Interpersonal Relationship, Parent Child Relationship, Primary Education, *Self Concept, Siblings, Values

Designed to assist young people to live together more harmoniously, this first of a series of three detailed teacher's guides is meant for grades K-3. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

ED 172 088 CG 013 530

Bruce, Joan C. And Others
Dimensions For Living; A Teaching Guide, Grades 4-6.
Tidewater Public Schools, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Agricultural Education Branch.
Pub Date- 77
Grant-OEG-373-0101; Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Elementary Education, *Family Life Education, *Family Relationship, *Humanistic Education, Individual Needs, *Interpersonal Relationship, Parent Child Relationship, *Self Concept, Siblings, Values

Designed to assist young people to live together more harmoniously, this second of a series of three detailed teacher's guides is meant for grades 4-6. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

ED 172 089 CG 013 531

Bruce, Jean C. And Others
Dimensions For Living; A Teaching Guide, Grades 7-12.
Tidewater Public Schools, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Agricultural Education Branch.
Pub Date- 77
Grant-OEG-373-0101; Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Family Life Education, *Family Relationship, *Humanistic Education, Individual Needs, *Interpersonal Relationship, Parent Child Relationship, Secondary Education, *Self Concept, Siblings, Values

Designed to assist young people to live together more harmoniously, this third of a series of three detailed teacher's guides is meant for grades 7-12. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

ED 172 090 CG 013 532

Rappaport, Julian

Education, Training, and Dealing With the Contingent Future.

Pub Date-Aug 78

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, *Credentials, *Educational Programs, Higher Education, *Professional Education, *Professional Training, Psychological Services, *Psychologists, Training Objectives

The issue of certification is a crucial one for psychologists. The advantages of such certification might seem to be a sanctioned status in the community, a specific set of courses for students leading to a specific title, and possibly an edge in a highly competitive job market. But the sort of training implied by certification implies learning a very specific set of skills, for very specific problems, which are transferable and will lead to precise performance and predictable outcomes. It suggests a technology, and with it the related tendency to obsolescence. Education, on the other hand, involves being informed about the current state of knowledge, whatever it is, and knowing how to stay informed. It implies that what is transferable are not specific skills but non-specific competencies. Training suggests professionals, specialization and licensing. Education suggests inquiry, adaptability, flexibility, and cross-disciplinary fertilization, which are hard to license. In the long run, education, not training, is what community psychologists need, and it is in this direction not that of training and certification that future programs should move. (Author/BP)

ED 172 091 CG 013 533

Durning, Kathleen P.

Women On Ships: Attitudes and Issues.

Department of the Navy, Washington, D.C.

Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date-29 Aug 78

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Armed Forces, Enlisted Personnel, *Equal Opportunities (Jobs), *Females, Military Training, *Officer Personnel, Research Projects, *Sex Fairness, Sex Role, *Work Attitudes

A survey of 480 Navy women revealed that nearly 90% of the total sample believed that women should be allowed to serve on ships exactly as men do. Also, over 50% of the sample declared themselves ready to go to sea when called, despite the fact that this was not expected of them when they entered the Navy. It can be concluded that Navy enlisted women, and particularly women officers, realize that sea duty is essential if they are to be fully equal and responsible members of the Navy organization. One crucial issue emerging from the survey data is the probable sizeable resistance of the male officer community to the advent of women on ships. Although 80% of incoming Navy enlisted men expressed willingness to work with women on ships, officers' amibivalence could create serious obstructions to the integration of women into crews. Navy management should be aware of this and other potential problems in order to minimize their impact during the initial transition to integrated ships. (Author/BP)

ED 172 092 CG 013 534

Schroth, Jim

Drinking in College and Alcohol Education Programs: A Review of the Literature.

Pub Date- 78
Note-12p.
Journal Cit-Journal of the Indiana University Student Personnel Association; Spr 1979
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcohol Education, *Alcoholic Beverages, Alcoholism, *College Programs, College Students, Counselor Role, *Drinking, Higher Education, *Prevention, *Student Personnel Services

Some of the issues involved in understanding and dealing with drinking on campus are examined in this paper. After a brief consideration of the role of alcohol use in American society, adolescent and college student drinking attitudes and behavior are discussed. Finally, an exploration of the importance and use of alcohol education programs on campus highlights ways colleges and universities can get actively involved in preventing alcohol-related problems. It is argued that higher education must address alcohol-related concerns, and that alcohol education fits directly into the goals of higher education in America. Student development personnel are urged to take a proactive approach to the problem, involving residence halls, health services, counseling centers, and offices of student deans. (Author/BP)

ED 172 093 CG 013 535

Boer, William J.

Long Range Planning: An Institutional Priority.

Pub Date- 78

Note-9p.

Journal Cit-Journal of the Indiana University Student Personnel Association; Spr 1979

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting, *Colleges, Declining Enrollment, Facility Planning, Higher Education, *Institutional Administration, *Planning, *Student Personnel Services, *Universities

Long-range planning is a tool by which a college or university can determine directions for the future. In light of anticipated budgetary and enrollment declines, it becomes increasingly important for the entire institutional community to determine where it is, where it wants to be in the future, and what steps it will take to reach its goals. Long-range planning can facilitate this process by organizing and communicating these future directions. The framework components of long-range planning mission statement, objectives, programs, organization, personnel resources, facilities resources, and financial resources must be constantly evaluated and updated as indicated by feedback. The student personnel function is a key to the survival of a college or university since the recruitment, admission, and retention of students will determine to a large extent the future of the institution. Consequently it is necessary for the student affairs division of an institution to continue to examine itself to determine if it is effective in supporting the institutional mission. Consensus directions must become part of the long-range planning process. (Author)

ED 172 094　　　　　　　　　　　　　　　　CG 013 536

Serio, Robert A.
Maryland's Community Homes Care Services Program. Report on the Evaluation.
Maryland State Dept. of Human Resources, Baltimore.
Spons Agency-Maryland State Office on Aging, Baltimore.
Pub Date- 77
Note- 107p.; Appendix A not filmed due to marginal legibility
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age, *Community Health Services, *Delivery Systems, Dependents, Health Programs, *Home Programs, Housing Patterns, Institutions, *Older Adults, *Program Effectiveness, *Research Projects
Identifiers-*Maryland

The effectiveness of the state of Maryland's Community Home Care Services (CHCS) program was evaluated in this study. The CHCS's major goal is to enable persons 65 and over and their spouses (regardless of age) to remain in their own homes or in other independent living arrangements, consistent with their desires, ability and safety; or to assist them to attain appropriate alternate living arrangements as needed. Since available resources did not permit a rigorous experimental design, data was gathered primarily from a survey of case records conducted by CHCS workers. Thus the perceptions of the workers constituted a major input to the evaluation process. Data were gathered regarding socio-demographic factors, client risk factors, and patterns of service provision. In general, the program was found to be offering clients appropriate services which respond to their needs and ameliorate their problems to some degree. Recommendations are offered for each major finding. (Author/BP)

ED 172 095 CG 013 537

Planning Alcoholism Services; Participant Workbook.
National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Spons Agency-National Center for Alcohol Education, Arlington, Va.
Report No. DHEW-ADM-78-714
Pub Date-78
Contract-ADM-81-75-0013
Note-157p.
Available from-National Center for Alcohol Education, 1601 North Kent Street, Arlington, VA 22209
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Alcoholism, Community Cooperation, Community Planning, *Community Service Programs, *Needs Assessment, *Program Administration, Program Evaluation, *Program Planning
Identifiers-*West Virginia

This workbook is designed to build or improve the basic planning skills needed by persons responsible for program planning in alcohol service agencies. An understanding of the generic planning process in the development or expansion of community alcoholism-realted services can be acquired through the use of this guide. The workbook attempts to lead participants to define and identify examples of all four components in the planning process; i.e., assessment, program design, implementation, and evaluation. The workbook also leads participants to use the planning process on a given community problem within a simulatd community. This skill is then applied to an action plan for a problem area identified in advance by the participant. (Author/PJC)

ED 172 096 CG 013 538

Martinson, Linda And Others
Life Skills for Mental Health Consumer Evaluation Panel Report.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-Dec 78
Note-159p.; For related document see CG 013 539
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Daily Living Skills, Elementary Secondary Education, *Interpersonal Competence, Learning Activities, Material Development, *Mental Health Programs, *Program Effectiveness, Social Behavior, *Teacher Attitudes, *Teaching Procedures
Identifiers-*Georgia Life Skills Program

In an effort to evaluate the effectiveness of the Georgia Life Skills for Mental Health Leader's Guides, a panel of 13 teachers who had used the materials was assembled. The panel members filled out extensive questionnaires assessing the educational value, communicability, motivational value, utility and format of the Guides, whose purpose is to help children from 5 to 18 cope with stress, handle major life decisions, and form more satisfying interpersonal relationships. In general, teacher's responses indicated that the Guides were very valuable as teaching instruments. Some of their suggestions for improvement were incorporating the Guides into a teacher training workshop; giving them a key topic index; and expanding the activities to include more appropriate ones for kindergarten and first grade. The complete set of evaluative materials used, including tabulated results, comprises the bulk of the document. (Author/BP)

Strandmark, John F. Dusewicz, Russell A.
A Developmental History of the Georgia Life Skills for Mental Health Program.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date Sep 78
Note-194p.; For related document see CG 013 536
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Classroom Materials, *Daily Living Skills, Elementary Secondary Education, *Humanistic Education, *Interpersonal Competence, *Material Development, *Mental Health Programs, *Program Development, Social Behavior

A developmental history of the Georgia Life Skills for Mental Health program is presented. The program's purpose is to help students aged 5-18 learn ways to handle stress, make major life decisions, and form more satisfying interpersonal relationships. In addition to a narrative description of how the program was conceived and developed, the report contains, in various appendices, the major documents generated during the developmental phase of the program. The purpose of the report is threefold: (1) to document, through the use of files and selected interviews, the development of the Life Skills Program from its inception in the Winter of 1976 to June 30, 1978; (2) to offer sets of objectives and desired outcomes which will be useful in establishing evaluative criteria and developing instrumentation; and (3) to provide a context for later interpretation of process and outcome evaluative findings. (Author/BP)

ED 172 098 CG 013 540

Guidance in the High School.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date 78
Note-133p.
Available from-Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Articulation (Program), Career Planning, Cocounseling, College Bound Students, *College Preparation, Cooperative Education, Exceptional Child Services, *Guidance Programs, *High School Students, Occupational Aspiration, *Pupil Personnel Workers, Secondary Education, *Secondary School Counselors, Vocational Counseling
Identifiers-*New York (New York)

This bulletin, a project of the Division of Educational Planning and Support, is designed to assist the high school counselor and other members of the pupil personnel team in offering a diversified program of services to meet the needs of students in the New York City public high schools. In view of the current educational, sociological and economic trends, the emphasis of this manual is on the counselor's pivotal role in developing student decision-making abilities concerning career/college choice, personal growth and ultimate lifestyle. Omnibus counseling is a suggested model for achieving these goals. The manual also is concerned with humanistic education, drug prevention counseling, education of the handicapped, vocational-technical high school programs, and the rights and responsibilities of high school students. (Author/PJC)

ED 172 099 CG 013 541

Grodin, Jarold M.

A View of Diagnosis.

Pub Date- 78

Note-9p.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clinical Diagnosis, Clinical Psychology, Emotionally Disturbed, Historical Reviews, Medical Evaluation, Mental Health, *Mental Illness, *Personality Assessment, *Psychopathology, *Socioeconomic Influences

Identifiers-*Diagnostic and Stat Manual of Mental Disorders III

In terms of a dialectical model, the person-situation context is viewed as inseparable and necessarily interdependent. The very diagnostic categories used in the profession are as subject to the zeit geist as are the character structure and behavior of the individual. The evolving diagnostic categories as codified in the Diagnostic and Statistical Manual of Mental Disorders III'' (1980 unpublished) reflect the changing nature of character structure as compared to the 1952 or 1968 editions. Character structure, defense operations, and diagnostic categories need to be viewed systematically. Diagnostic categories need to take and everchanging contributions of psychological and social (role and and overchanging contributions of psychological and social (role and system) determinants of inter-personal behavior. Theories of personality and explanation of behavior formulated in other societies and under conditions unlike those of today, give a point of departure for applying the knowledge of the current societal norms, inter-personal contexts, and intra-psychic processes before giving a diagnosis. (Author)

ED 172 100

CG 013 542

Adolescent Health, Services, and Pregnancy Prevention and Care Act of 1978; Hearings Before the Committee on Human Resources, United States Senate, Ninety-Fifty Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-Jul 78

Note-785p.; Not available in paper copy; Parts marginally legible due to small type

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-Abortions, *Adolescents, *Contraception, *Federal Legislation, *Health Education, Illegitimate Births, *Pregnancy, Prevention

Identifiers-*Congress 95th

The hearings before the Senate Committee on Human Resources regarding the Adolescent Health, Services, and Pregnancy Prevention and Care Act of 1978 are presented in full. The purpose of the bill is stated to be to establish a program for developing networks of community-based services to prevent initial and repeat pregnancies among adolescents, to provide care to pregnant adolescents, and to help adolescents become productive independent contributors to family and community life. The text of the bill is presented in full, followed by testimony and statements from a number of expert witnesses. Additional information in the form of articles, publications and letters is also included. (Author)

ED 172 101 CG 013 543

CCIS: A Career Resource Center Case Study.

Human Conservation Associates, Inc., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-10 Dec 78
Grant-7-2F21
Note-220p.; Not available in paper copy; Parts marginally legible due to colored background ; Document prepared in Cooperation with the Curriculum-Career Information Services, Florida State University, Tallahassee
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development, Counseling Goals, *Delivery Systems, *Evaluation Methods, Higher Education, Occupational Guidance, *Program Effectiveness, *Program Evaluation, *Resource Centers, Resource Materials
Identifiers-*Florida State University

A detailed case study of the Curricular-Career Information Service (CCIS) at Florida State University is presented. The information collected is expected to promote improvements in services offered by CCIS; provide guidelines for other professionals contemplating the development of similar career centers; and provide basic "hard" data necessary for program planning by state and federal career development and career education administrators. The report is divided into six major sections: (1) project description, detailing goals, activities and outcomes; (2) evaluation methodology, outlining some of the less traditional methods used; (3) description of CCIS services, including in-house, outreach, indirect and training services; (4) staffing, facilities and funding; (5) process evaluation, containing seven short reports of specific projects; (6) impact evaluation, containing faculty awareness surveys and single case studies; and (7) conclusions and recommendations. Appendices list and present a variety of additional resources. (Author/BP)

ED 172 102 CG 013 544

Holahan, Carole K. Gilbert, Lucia A.

Interrole Conflict for Dual Career Couples: The Effects of Gender and Parenthood.

Texas Univ., Austin.

Spons Agency-Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date-Aug 78

Note-25p.; Not available in paper copy; Parts may not reproduce clearly due to print quality

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aspiration, *Career Choice, Family Relationship, Females, *Marriage, *Role Conflict, Sex Differences, *Spouses, *Working Parents, *Working Women

The newly-emerging phenomenon of dual-career marriages was investigated using four major life roles Professional, Spouse, Parent, and Self as Self-Actualized Person. Six scales were constructed to measure potential conflict in areas represented by specific pairs of these roles (e.g., the area of Professional versus Parent). One major purpose of the study was to compare the degree of reported stress in these areas of potential interrole conflict. In addition to the prediction of gender differences, greater role conflict was anticipated for professional couples who are parents, in comparison to those who are not. Given the demanding nature of the Parent and Professional roles, higher stress was also expected in role-conflict areas involving these roles. Other purposes were to investigate the correlates of role conflict, particularly in women who are members of dual-career marriages, and to investigate the influence of parenthood. The prediction of gender differences in regard to areas and correlates of interrole conflict was not supported, except for level of career aspiration, where high aspirations were negatively related to role conflict for men but positively related to role conflict for women. Strikingly different patterns of conflict, however, were found as a function of the presence or absence of children. (Author)

ED 172 103 CG 013 545

Dobson, Judith E. And Others
The Effects of Teacher-Counselor Consultation on Sociometric Status and Achievement of Elementary School Children.
Pub Date- 76
Note-12p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Behavior Change, *Consultation Programs, *Counselor Role, Elementary Education, Elementary School Counselors, *Interpersonal Competence, Intervention, Sociometric Techniques, *Teacher Role, *Withdrawal Tendencies (Psychology)

The following premises formed the basis for this research: (1) a child's social and intellectual development are closely related; (2) the classroom teacher has a tremendous influence on the social as well as the academic growth of children; and (3) the school counselor may facilitate children's academic and social growth through consultations with teachers. Research questions were formulated asking whether sociometric statuses, grade point averages, FIRO-BC scale scores of students identified as isolates would improve after teacher-facilitated interactions resulting from teacher-counselor consultations were implemented. Subjects were 17 children in Grades 4 through 6 who were identified as isolates on a sociometric instrument administered by their classroom teachers. The counselor consulted with the teachers of these students once a month, or six times during the academic year. Consultation focused on involving the child in the educational experiences. Results showed an increase during the school year in the sociometric status of all 17 children. There was also a significant increase in grade point averages, and significant differences on five of the six scales of the FIRO-BC for these children. These findings lend support to the notion that a child's social and academic development are closely related, and that the classroom teacher does have an influence on both. (Author)

ED 172 104 CG 013 546

Welch, Renate L.

Effects of Androgyny, Attribution, and Success or Failure on Women's Cognitive Performance.

Pub Date-28 Aug 78
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability, Achievement, *Androgyny, Attribution Theory, Cognitive Ability, *Fear of Success, *Females, *Performance Factors, Research Projects, *Success Factors, Task Performance, Womens Studies
Identifiers-*Learned Helplessness

Using Seligman's learned helplessness'' paradigm, androgynous and feminine women (as defined by the Bem Sex Role Inventory) either succeeded (contingent feedback) or failed (non-contingent feedback) at a concept formation task and were provided with internal (ability, effort), external (task difficulty, luck), or no causal attributions for their performance. Then a second (criterion) concept formation task was administered. The attribution manipulation was found to have no effect on any of the dependent measures and failed to interact with the other factors. For feminine subjects, failure increased the trials necessary to reach criterion on the second task (learned helplessness''), whereas success had no effect. The performance of androgynous subjects, on the other hand, was unaffected by failure but facilitated by success (learned competence''). Androgynous subjects responded to success by attributing it to their ability, whereas failure was attributed to task difficulty. Feminine subjects, on the other hand, attributed success and failure about equally to these two factors. Finally, whereas androgynous subjects attributed their successes in life to their ability and their failures to task difficulty, feminine subjects made the opposite attributions. The results suggest that the androgynous woman is likely to be more resistant to learned helplessness'' than is the feminine women. (Author)

ED 172 105 CG 013 548

Gigy, Lynn L.

Reconstruction of the Personal Past: Differences in Older Women.

Pub Date-20 Nov 78
Note-15p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biographical Inventories, Emotional Response, *Females, *Older Adults, *Perspective Taking, *Psychological Patterns, Self Concept

It was hypothesized that women in different current life circumstances would emphasize different life content areas in verbal reports of their life histories. A basically homogeneous sample of 30 women (average age 58.5) was divided into women who had never had children, women whose children had left home, and women who had at least one child living at home. Life history interviews focused on events self-selected by the subjects. The results were coded into 11 content areas derived from the data. ANOVA tests indicated differences for four of the areas. Multiple Range tests showed the empty-nest women as the most likely to mention Family or Procreation, and the non-empty-nest women were the most likely to report Self memories. A t-test showed no difference in interest in children with the empty-nest women, but there was an increase in the importance of the husband which appeared to be at the expense of Self concerns. The subjects were similar in their overall life situations and, in accordance with the hypothesis, showed the same basic pattern in the content of their remembered pasts. However, differences in current life circumstances did create meaningful alterations in memory of the past. (Author/PJC)

ED 172 106 CG 013 549

Williams, Frederick

Sex Roles on TV: More Than Counting Buttons and Bows.

Pub Date-Oct 78
Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cartoons, Children, *Childrens Television, Fantasy, Programing (Broadcast), *Role Models, *Sex Role, *Sex Stereotypes, *Television Research

The problem of sex-role stereotyping on television has been studied by trying to develop television materials that are explicitly counter-stereotypic in terms of sex-roles. The development of a new television series "Freestyle," aimed at 9-12 year old children and their families, has led to some important observations about children's perceptions of sex-role portrayals. Children look past gender to the qualities of the individual; they hold stereotypes but not unalterable ones. Children view cartoon characters enthusiastically but skeptically. Sex-role attributes seem to be the last things in the childrens minds when discussing these characters. On the other hand, children seem to view extreme sex-role stereotypes as so unreal as to be taken no more seriously than Bugs Bunny. Characterizations of real life individuals, whether male or female, who mix those qualities of personality and behavior which make them "good people," are most attractive to children. (PJC)

ED 172 107 CG 013 550

Erkut, Sumru

Sex and Race Effects in the Attribution of Achievement and Expectancy for Success.

Pub Date-Aug 78
Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, Achievement, Attribution Theory, Blacks, *College Students, *Expectation, *Middle Class College Students, *Racial Differences, Research Projects, *Sex Differences, Success Factors, *Work Attitudes

A questionnaire study among 19 black males, 23 black females, 176 white males, and 114 white females investigated the joint effects of race and sex on the attribution of past performance in college and expectancy for future academic success. The results show sex effects to be more pronounced than race effects in both attribution and expectancy. It is suggested that middle-class, college-educated blacks share the same sex-role stereotype characteristic of the white middle-class. Black women were found to have more pessimistic views of their academic achievement than the other groups. Black women's attributions are discussed in relation to the high standards of excellence they seem to set for themselves. (Author)

ED 172 108 CG 013 551

O'Leary, Virginia E.
Women: Managers Stuck in the Middle/
Pub Date-Sep 78
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, Communication Skills, *Females, *Group Dynamics, *Management Development, Organizational Communication, Psychological Studies, Self Evaluation, Social Development, *Supervisory Training, Task Performance

Promoting women into higher level organizational positions is vital as a social issue and a subject for organizational theory and research. Recently, Henning and Jardin have identified an internal factor that poses a problem to women and their job-related aspirations. The absence of long-term career commitment has been found to inhibit the sucessful transition from supervisory to managerial positions for women. Also, in contrast to men who see problems of upward job mobility as centering on people around them, women perceive them as centered on themselves. Women's inward preoccupation dulls their ability to assess other people objectively. As a result, they find it difficult to move from the role of supervisor-specialist to that of manager-generalist. (Author/PJC)

ED 172 109 CG 013 552

Sex Roles, Past, Present and Future; A Guide to Simulations, Games and Activities. 2nd Edition.
Population Inst., Washington, D.C.
Pub Date-78
Note-10p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Games, Elementary School Curriculum, Group Activities, Questionnaires, Resource Materials, Self Actualization, *Sex Role, Simulation, *Social Attitudes, *Womens Studies

This brief listing describes games, activities, awareness exercises and projects which explore the realities and myths about the nature, history and potential of men and women. Among the activities are projects designed for children and adults, for individuals, groups, clubs, couples and classes. They can be used in self-education efforts, in social/political action projects, and in efforts to increase sensitivity to the problems and possibilities faced by the women and men in our culture. The games and activities described range from simple attitude questionnaires to full-blown simulations of historical events. The listing describes each game and where to order the materiais required. (Author/PJC)

ED 172 110 CG 013 553

Melton, Dale H.

Community-Based Career Guidance Practices: Findings of a Nationwide Survey Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-16 Nov 78

Note-41p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (Orlando, Florida, November 16-18, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, *Educational Practice, Elementary Secondary Education, *Guidance Programs, Models, National Surveys, Postsecondary Education, Resources, *School Community Programs, School Community Relationship, *Validated Programs

A Florida Department of Education R & D project, Collection and Dissemination of Validated Community-based Career Guidance Practices,'' is presented with a focus upon four areas: (1) the project staff's 12 working definitions of community-based career guidance practices; (2) nine trends noted in the national survey being conducted; (3) selected practices illustrative of each trend; and (4) the format to be used in the final product of cookbook-type practitioner manuals of selected practices. proven career guidance practices ranging from kindergarten through post-secondary levels are investigated. The nearly 200 annotated findings from around the United States are organized into eight categories including: novel; volunteering; field trips; special career emphases, such as career days and weeks; internships/externships; shadowing/work experience/exploration; exchanges; and professional/inservice. The Manual Development phase, the major third-year activity which involves securing detailed information on the most promising practices identified is described in terms of the following format: title of the practice, brief description, suggested level(s) for use, sample objective(s), planning checklist, suggested resources, procedures for gaining support, possible barriers to implementation, management considerations, evaluation procedures, and possible variations. (Author)

ED 172 111 CG 013 554

Christ, Susann

A Comparison of Sexual Attitudes and Practices of Black Junior College Students.

Pub Date- 77

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Black Students, *Interpersonal Relationship, Junior Colleges, Marriage, Research Projects, *Sex Differences, *Sexuality, *Student Attitudes

Identifiers-*Premarital Sex

The attitudes of community college students toward premarital sexual relationships were investigated. Subjects were 83 Black college men and women. A 30-item questionnaire was administered to each subject. Results indicated that: (1) females reported less frequent occurrence of sexual relations than males; (2) neither sex reported a high incidence of sexual relations on a weekly basis; (3) men tended to have more relations with numerous special and casual friends; and (4) females chose a steady monogamous love relationship while males chose either the same or a relationship not involving monogamy or love. (Author/HLM)

ED 172 112 CG 013 555

Bunker, Douglas R.

Applications of Community Psychology in Fostering the Development of Health Systems Agencies.

Pub Date-1 Sep 78

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Agencies (Public), *Community Consultants, *Community Health Services, *Counselor Role, Health Personnel, Needs Assessment, *Program Planning, *Psychologists, *Role Perception

Identifiers-*Health System Agencies

The Health Systems Agencies created to plan and coordinate the development of health care systems in 205 health service areas across the states have a need to be legitimized and operationalized in community contexts in order to achieve their purpose. Community psychologists have both research and consultation roles to play in contributing to understanding of these agencies and to their effective performance. Specific tasks exist for participating psychologists, particularly the guidance of agency self-assessments. Involvement in regional health planning may also stretch the perspectives of community psychologists. (Author)

ED 172 113 CG 013 556

Terrill, Marilyn J.

Assertion Training and Cognitive Restructuring With College Women.

Pub Date-Aug 78
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Available from-Great Plains Mental Health Center, Box 1209, 701 East C Street, North Platte, NB 69101 ($1.50)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assertiveness, *Behavior Change, *Behavior Patterns, *Cognitive Development, College Students, Comparative Analysis, *Females, Higher Education, *Individual Differences, Research Methodology, Research Projects

The process of assertive behavior change of college women who received assertion training (AT) and cognitive restructuring was examined to assess the relative effects of different durations of exposure to cognitive restructuring. Undergraduate and graduate women students (N 27) at a state university volunteered and were screened for AT groups. Single-subject methodology was utilized to plot the process of change in subjects' assertive behavior and situational discomfort when asserting themselves. Idiosyncratic individual patterns of situational discomfort and behavior changes suggest the need for research designs which focus on individual progress records rather than global group improvement. (Author)

Altenhaus, Amy L.

Expectancy and the Menstrual Cycle: Effects on Performance and Self-Perception.

Pub Date- 73
Note-13p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Students, *Expectation, *Females, *Perception, *Performance Factors, *Physiology, *Self Concept, Task Performance
Identifiers-*Menstrual Cycle

The impact of false information concerning the effect of the menstrual cycle on test performance and subjects' perception of the adequacy of that performance were investigated. Women (N 65) were studied either during the premenstrual or midcycle phase. Subjects were given one of three interpretations: (1) they should do well because of their present menstrual phase; (2) they should do poorly; or (3) some women do well, and some do poorly in their present phase. Results of the test performance indicated that bogus information about the menstrual phase influenced perception of performance, but not performance itself. (Author)

ED 172 115 CG 013 558

Sherman, Lawrence Hofmann, Richard J.

Interrelationships Amongst Locus of Control, Socioeconomic Status, Sex and Achievement.

Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Critical Path Method, *Grade Point Average, *Locus of Control, Predictor Variables, Research Projects, Secondary Education, Secondary School Students, *Sex Differences, *Socioeconomic Status, *Student Behavior
Identifiers-*Nowicki Strickland Locus of Control Scale

The relationship between locus of control (LC), grade point average (GPA), standardized achievement test scores (SAT), sex, and socioeconomic status (SES) was investigated among a sample of 174 eighth graders who responded to the Nowicki-Strickland locus on control instrument. Certain partial correlations between momentary achievement (standardized test results), continuing achievement (grade point average), sex and socioeconomic status were explicated. Utilizing sex, socioeconomic status and locus of control as independent variables, a significant interaction between sex and type of achievement was noted. When considering sex differences with LC scores, GPA was more predictable than standardized test results. However, when sex was not considered, standardized test results were as predictable as GPA. (Author)

ED 172 116 CG 013 559

Mezoff, Robert M.

Sensitivity Training...Is It Really Therapy In Disguise?

Pub Date- 75
Note-16p.; Document prepared by ODT Associates, Amherst, MA
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, *Counselor Attitudes, *Group Counseling, Models, *Professional Personnel, *Psychological Characteristics, *Psychotherapy, *Sensitivity Training, T Groups, Therapists

Classification of current group therapies by three main criteria provides a useful conceptualization of why therapy is sometimes difficult to distinguish from the NTL-model T-group. The appropriateness of sensitivity training based on the criteria of client normality'' identifies several perspectives, including the futility and inadvisability of attempting to distinguish between sick'' and normal persons. It is suggested that the distinctions made between therapy and sensitivity training are, in part, a function of the personal motives of the professionals in both these areas. (Author)

ED 172 117 CG 013 560

Riggs, Ronald C. And Others

Irrational Beliefs of the Obese.

Pub Date- 78

Note-13p.; Not available in hard copy due to marginal legibility

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavior Change, *Beliefs, *Body Weight, College Students, Comparative Analysis, *Females, Research Projects, Self Concept, *Self Help Programs, Student Attitudes, Student Behavior

Identifiers-*Irrational Beliefs Test, *Obesity

The incidence and extent of irrational beliefs in the obese were investigated as well as subsequent changes in such beliefs as a result of participation in a self-monitored weight control program. Subjects were 53 females who were a minimum of 10 pounds and an average of 32 pounds overweight. The obese sample was administered the Irrational Beliefs Tests and also participated in individual counseling sessions over a nine-week period. The control group consisted of 32 female counselor trainees. Results indicate that: (1) a decline in overall irrationality corresponded with a successful treatment program; (2) obese and non-obese participants did not differ in psychological make-up; (3) obese persons entering the program believed it is easier to avoid than face problems; and (4) after completion of the program, the obese sample declined in anxious overconcern, Scale Six of the Irrational Beliefs Test. (Author/HLM)

ED 172 118 CG 013 561

Petersen, Anne C.

Research on Sex-Related Differences and Its Social Policy Implications.

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Biological Influences, Discriminatory Attitudes (Social), *Policy Formation, *Power Structure, *Public Policy, *Sex Differences, Social Status, *Sociocultural Patterns

Results of research investigations on sex differences suggest that: (1) those few differences which exist are average group differences; (2) biological and sociocultural factors are possible influences on observed sex differences; and (3) research on sex differences is basically inconclusive. Research examining these differences is inextricably intertwined with social policy, suggesting that the whys'' of sex differences are related to the whys'' of sexually differential status in American society. (Author/HLM)

ED 172 119 CG 013 562

McKenna, Wendy

Biological and Commonsense Constructions of Gender.

Pub Date-78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Androgyny, Biology, *Ethnology, *Females, Males, Methods, *Physical Characteristics, *Psychological Characteristics, *Sex (Characteristics)

Karen Horney's critique of Freud's theory of female development suggests that much theory and research in psychology is androcentric, and calls for the elimination of biases. This point is questioned, and the posit that scientific knowledge does not answer the question of what makes a person either female or male is explored. Biological, psychological, and sociological differences overlap genders, and the inconsistencies are discussed. The biological attempts at differentiation of sex are unsuccessful, whether through hormones, chromosomes, sexual organs, or whatever. The constancy of gender identity is evident in the discussion of transexualism. The example of biological attribution of gender is considered, while the ultimate'' criteria remains elusive. Gender, in all of its manifestations, including the physical, must be seen as a social construction. (LS)

ED 172 120 CG 013 563

Bikson, Tora K. Goodchilds, Jacqueline D.
Old and Alone.
Rand Corp., Santa Monica, Calif.
Pub Date-Nov 78
Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coping, *Emotional Adjustment, Females, Males, *Marital Status, *Older Adults, *Personal Adjustment, Psychological Needs, Research Projects, *Sex Differences

A common assumption, reflective of data obtained from older males, often in institutional or outpatient settings, is that being old and alone is a severely negative condition. A sample of 300 older men and women in community settings provides an alternative perspective. For a number of daily living activities as well as personal and interpersonal attitudes and orientations, comparisons between older adults currently living with spouse and those alone make it apparent that sex of the subject importantly affects outcome. For older women in the lone status, life is far from unpleasant in fact, they fare better not only than their single male counterparts but also than still-coupled women of comparable age. For men, on the other hand, the stereotypic views seem to have more substance. Results are interpreted in the light of previous history of traditional role enactment and its differential impact during aging for men and women. (Author)

ED 172 121 CG 013 564

Anderson, Elaine A.

Satisfaction With the Legal System and Adjustment to Marital Separation.

Minnesota Univ., Minneapolis. Minnesota Family Study Center.
Spons Agency-Institute of Life Insurance, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Oct 78
Grant-R03MH-27706
Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment Problems, *Coping, Court Litigation, *Divorce, *Laws, *Lawyers, *Legal Problems, Personal Adjustment, Research Projects

The rise in the American divorce rate since the early 1960's emphasizes the need to examine the factors associated with adjustment to marital separation. The impact of the legal system upon post-separation adjustment in Pennsylvania, which has adversary divorce statutes, is explored with 205 individuals, separated 26 months or less. Satisfaction with the legal system is significantly greater when either the reported relationship between the lawyer and the separated individual or the reported feelings toward the decisions in the settlement problems index, the economic issues, are more positive. Those respondents most highly satisfied with the legal system were more likely to report better adjustment to the separation if they had not been encouraged by the lawyer to create an adversary relationship with their former spouse than if they had been encouraged to create an adversary relationship. Also, the fewer the number of instrumental functions, such as child issues, with which the respondent is involved, the better the reported adjustment to the separation. Divorce statutes based on an adversary model encourage collusion and do not enhance adjustment to a new life situation. Therefore, the present adversary divorce statutes may not reflect the current custody, economic, or property issues of marriage and divorce. (Author)

ED 172 122 CG 013 565

Goodchilds, Jacqueline D. Bikson, Tora K.
Decision Processes Among the Elderly: Do They Differ?
Rand Corp., Santa Monica, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-Rand-P-6190
Pub Date-Aug 78
Grant-APR75-20134
Note-14p.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Behavioral Science Research, Comparative Analysis, *Consumer Economics, *Decision Making, Evaluative Thinking, Food Standards, Merchandise Information, Nutrition, *Older Adults

Decision making processes among older adults were investigated within the context of grocery selection, using a stimulus array involving two product classes (bread and cheese) with 10 items per class. The sample (N 580) was stratified by sex, household status (living alone or with spouse), and age, employing three age groupings: 25-34 (young), 65-74 (younger-old), and 75 and up (older-old). Paired similarity comparisons, attribute ratings, and preference rankings of products were obtained, as well as reactions to the decision task. Product decision processes do not appear to differ by age. Rather, result patterns show that the two product classes evoke very different responses, with bread choices more predictable and cheese choices both more variable and more important to subjects. (Author)

ED 172 123 CG 013 566

Guttman, Rosalie A.
Impact of Training on Attitudes of Older Paraprofessionals Toward Aging.
Pub Date-Nov 78
Note-11p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attendant Training, *Changing Attitudes, Gerontology, *Homebound, Home Health Aides, Inservice Programs, Job Training, Maids, *Older Adults, *Paraprofessional Personnel, Research Projects, *Skill Development, Stereotypes, Training

With the increased use of paraprofessionals as service providers to the elderly, and indication in current literature that negative attitudes toward the aged are reflected in treatment received, the need for specialized training in geriatrics is apparent. A true-false 54-item questionnaire concerning older people's social, economic, physical and mental conditions was administered to a control group of 28 Ss and as a pre- and post-test to two groups of 20 Ss who participated in two training programs designed to prepare older people age range 55-75 (mean educational level nine years) to work as health assistants with homebound elderly patients. The training was a 100-hour, four-week program geared to increase understanding of normal and pathological aging and development of interpersonal and clinical skills. Material relating to each questionnaire item was presented and reinforced during training, using lecture, discussion, audio-visual and experiential techniques. Specialized training positively affects factual learning and attitude change of older individuals. (Author)

ED 172 124 CG 013 567

Ward, Marion M. Greenfeld, Susan T.

Meaning of Success; A Comparison of Attitudes Among Women in Male-Dominated and Female-Dominated Occupations.

Pub Date-28 Aug 78
Note-38p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Careers, *Fear of Success, *Job Satisfaction, Life Style, *Nontraditional Occupations, *Occupational Aspiration, Research Projects, Sex Role, Success Factors, *Work Attitudes, *Working Women

Since the reemergence of the women's movement in the early 1970's, it has been necessary to reexamine women's definitions of success and attitudes toward work across a spectrum of traditional and non-traditional jobs. Three basic hypotheses were tested: women in female-dominated jobs (1) have higher fear of success imagery and (2) attach more importance to socioexpressive factors of success, but (3) place less emphasis on instrumental task factors of success than do women in male-dominated jobs. Data were gathered through a Profile Questionnaire and a projective test. Significant differences were found only in emphasis on instrumental task factors of success. Women in male-dominated jobs indicated a higher need to define success as ``recognition from others on the job,'' ``becoming an authority,'' ``achieveing a high salary,'' and ``obtaining a title of responsibility.'' (Author/LS)

ED 172 125 CG 013 568

Nieva, Veronica F.
Women in Leadership Positions: Research to Date.
Pub Date-29 Aug 78
Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Discriminatory Attitudes (Social), *Employment Problems, Job Satisfaction, Labeling (of Persons), *Leadership, *Management, Personnel Evaluation, *Sex Stereotypes, *Supervisors, *Working Women

Until recently there has been little research interest in the possible impact of sex on leadership. Both general leadership research and the more recent materials on women who are leaders concentrated upon three areas of leadership personality, style, and power with the subordinate reactions they elicit. Traditionally, women have been viewed by both sexes as the antithesis of the desirable leader personality, but research on men and women actually occupying leadership positions denies the stereotypic view held by their own supervisors. The validity of leadership as personality has begun to be questioned. Using the sex-linked styles of Consideration (female) and Initiating Structure (male), including criticism of its validity, subordinates reacted negatively to female supervisors reflecting perceived lack of female power, while being supportive of most sex-role congruency. Power differences for both anatomy and mastery were common and may account for the negative reactions to female leaders because they are not allowed to function effectively. Presently, subordinates hold strong beliefs about sex-linked differences, despite contrary research data. (LS)

ED 172 126 CG 013 569

Scott, Eric J. And Others

Case Disposition: An Assessment of Literature on Police Referral Practices.

Indiana Univ. Foundation, Bloomington.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Jan 79

Grant-76-NI-99-012

Note-285p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00749-0)

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Community Services, *Decision Making, *Police, *Police Community Relationship, Policy Formation, *Referral, Rehabilitation, Social Work

This report reviews the manner in which police handle citizen requests for social services. The focus is on how officers make their decisions whether they handle such requests themselves, direct them elsewhere in the department, or refer citizens to other agencies. In their assessment of the literature on referral practices, the authors point out the major hypotheses that recur, and the data that supports or contradicts those theories. Their evaluation of the literature highlights several key issues: the clarity and consistency of definitions of police referral, the lack of theoretical constructs and empirical data, and the inadequacy of evaluative criteria. In addition to tracing the history of the police role in providing social services or referring citizens to appropriate agencies, the report also offers suggestions for future research in this area. Also included are abstracts of 80 articles on the subject of referral practices and a 32-page bibliography. (Author)

ED 172 127 CG 013 570

Legislation to Prohibit Sex Discrimination on the Basis of Pregnancy; Hearing Before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 5055 and H.R. 6075.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-307p.; For related document see CG 013 571; Not available in paper copy due to marginal reproducibility

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Rights Legislation, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Females, Health Insurance, *Pregnancy, *Sex Discrimination, Social Discrimination

The purpose of this hearing is for the House Subcommittee on Employment Opportunities to gather evidence on H.R. 5055 and H.R. 6075, amending the Civil Rights Act of 1964 so as to prohibit sex discrimination on the basis of pregnancy. Although some observers stated their feeling that this was the original intent of the legislation anyway, a recent Supreme Court decision ("General Electric vs. Gilbert and IUE") stated the contrary. Thus the need was felt for additional legislation to be considered. Presented here is the first day's testimony, consisting of statements, summaries, letters and other supplemental materials from a variety of expert witnesses and interested persons on the subjects of sex discrimination, equal pay, disability benefits, employer responsibility and related concerns. (BP)

ED 172 128 CG 013 571

Legislation to Prohibit Sex Discrimination on the Basis of Pregnancy, Part 2; Hearing Before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 5055 and H.R. 6075.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-190p.; For related document see CG 013 570; Not available in paper copy due to marginal reproducibility

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Rights Legislation, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Females, Health Insurance, *Pregnancy, *Sex Discrimination, Social Discrimination

The purpose of this hearing is for the House Subcommittee on Employment Opportunities to gather evidence on H.R. 5055 and H.R. 6075, amending the Civil Rights Act of 1964 so as to prohibit sex discrimination on the basis of pregnancy. Although some observers stated their feeling that this was the original intent of the legislation anyway, a recent Supreme Court decision (General Electric vs. Gilbert IUE'') stated the contrary. Thus the need was felt for additional legislation to be considered. Presented here is the second day's testimony, consisting of statements, summaries, letters and other supplemental materials from a variety of expert witnesses and interested persons on the subjects of sex discrimination, equal pay, disability benefits, employer responsibility and related concerns. (BP)

ED 172 128 CG 013 572

Miller, Mark J.
Pupil Pleasure Poll: An Approach to Increasing Student Retention.
Pub Date-20 Mar 79
Note-15p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Admission, *College Students, *Declining Enrollment, Educational Environment, Higher Education, *School Holding Power, *Student Attitudes, *Student College Relationship, Student Personnel Services

Colleges and universities can expect a decrease in the number of incoming freshmen. However, increased retention can compensate somewhat for the predictable decrease in enrollment. As a result, it becomes important to measure student satisfaction with the student's chosen college. This article, therefore, presents a Pupil Pleasure Poll'' to be used by the college administrator in assessing current student needs and perceptions of its student body. The development of relevant programs can be one outgrowth of this survey. (Author)

ED 172 130 CG 013 573

Alcohol and Drug Abuse Education Amendments of 1978; Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session on S. 2915.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-78

Note-70p.; Contains some small type

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Alcohol Education, *Drinking, Drug Abuse, *Drug Education, *Federal Legislation, Federal Programs, *Prevention, *Social Problems, Youth Problems

The Subcommittee on Alcoholism and Drug Abuse of the Senate Committee of Human Resources exists to review the federally funded alcohol and drug abuse education and prevention programs for youth. The purpose of this hearing was to consider S. 2915, a bill to renew and revise the Alcohol and Drug Abuse Education Act. Specifically, it suggests extending the authorization of appropriations for carrying out the provisions of this act. To this end, testimony of witnesses regarding various aspects of alcohol and drug education programs for youth is presented. Also included are an amended version of the proposed bill, complete texts of the witnesses' statements, and additional information such as supporting tables and charts. (BP)

ED 172 131 CG 013 574

Solomon, Linda Zener And Others
Anonymity and Helping: Three Field Studies.
Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Altruism, *Cooperation, Environmental Influences, Females, *Interpersonal Relationship, *Psychological Patterns, *Social Behavior, Social Responsibility, Social Science Research
Identifiers-*Anonymity, *Helping

A series of three field experiments, using 233 subjects in all, tested the effect of anonymity on helping. All three experiments demonstrated that identifiable subjects were significantly more likely to offer non-emergency help than were anonymous subjects. The third experiment also showed that only anonymous subjects were more likely to help a victim similar to themselves than one who was dissimilar. The results were interpreted as indicating that anonymity encourages norm violation, and therefore tends to reduce helping behavior when helping is the appropriate response. (Author)

ED 172 132 CG 013 575

Meerbaum, Monica Leonie

A Written Simulation Measure to Evaluate Police Crisis Intervention Training.

Pub Date-31 Aug 78

Note-33p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Emotional Response, *Intervention, *Knowledge Level, On the Job Training, *Police, Police Action, Program Evaluation, Role Playing, *Simulators, *Situational Tests, Training Techniques

This paper presents the background and development of the Crisis Intervention Simulation Survey, (CISS), a written simulation instrument designed to assess police officers' knowledge of effective crisis intervention skills and the awareness of their emotional responses to selected crisis intervention situations. It summarizes the recent history of crisis intervention training programs for police and critiques efforts to evaluate these programs. The background section also reviews the use of simulation methodologies like role playing to assess intervention skills in a variety of human service fields. The design and construction of the CISS are then described in detail. The CISS presents four types of crisis situations, accompanied by a response sheet with open-ended questions and bipolar, Likert-type emotion scales. The CISS was administered as part of a pilot study evaluating a four-day police crisis intervention training workshop. Results from this study are presented, including preliminary data pertaining to the reliability of the CISS and a discussion of its strengths and limitations together with some suggestions for simplifying the methodology used to construct such an instrument. (Author)

ED 172 133 CG 013 576

Scherman, Avraham

Divorce: Its Impact on the Family and Children.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment Problems, *Children, Coping, *Divorce, *Family (Sociological Unit), Group Therapy, Marital Instability, *One Parent Family, Parent Child Relationship, Psychological Patterns, *Time Perspective

The national divorce rate has risen since the Civil War from less than two per 1,000 to one of every two married in 1976, with a continuing increase likely. Implications for divorced people suggest an increase in mental and physical illness concurrent with increase in stress. The impact appears to diminish with time. Divorce is a legal, emotional and financial process calling for many adjustments, particularly for a mother of young children who must go to work. It is imperative that both parents continue a positive relationship with their children. Most earlier investigations occurred after the divorce; this study follows the legal "event" as it transpires. It finds, among other things, that each spouse considers himself more giving than the other. Regarding children, the literature concentrates mainly on the long-term effects, but several exceptions are examined. During the project's final phase, a nine-session children's group therapy program was conducted. (LS)

ED 172 134 CS 004 489

McNaughton, Stuart

Learning in One-to-One Oral Reading Interactions: Outcomes of Teacher Attention to Errors.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Meeting of the International Reading Association New Zealand Conference on Reading (9th, Dunedin, New Zealand, August 20-22, 1978) ; Best copy available

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attention, Early Reading, Elementary Education, *Error Analysis (Language), *Individual Instruction, Interaction, Miscue Analysis, *Oral Reading, *Reading Instruction, Reading Research, Remedial Reading, *Teacher Role, *Teaching Techniques, Time Factors (Learning)

This paper considers the place of one-to-one teacher/student oral reading interactions in reading instruction. Maintaining that there is an important function for such interactions in learning to read, the paper analyzes one learning process in these interactions attention to errors and argues that in oral reading instruction, attention to errors will function along with attention to appropriate reading responses. An analysis of error attention in terms of direct and indirect influences is then presented, with specific emphasis on the timing of attention, a strong determinant of self-behavior and accuracy. The paper concludes with the comment that it not only matters that early and remedial readers have one-to-one interactions, but it also matters how these interactions are conducted. (FL)

ED 172 135 CS 004 797

Mavrogenes, Nancy A.

The Language Development of Disabled Secondary Readers: II.

Pub Date-Oct 78

Note-21p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978); For related document, see ED 141 763

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, Comparative Analysis, Compensatory Education, Educational Disadvantagement, Elementary Secondary Education, High Achievers, *Language Development, *Language Research, Low Achievers, *Reading Achievement, *Reading Difficulty, *Reading Research, *Socioeconomic Background, Syntax

Identifiers-*Chomsky (Carol)

To find an area of weakness in disabled readers that might profitably be strengthened, the level of language development of disabled secondary readers was compared with that of competent secondary readers. The group of disabled readers used in the study consisted of 20 high school students in a corrective reading class; the comparison group consisted of 22 members of a class for "highly motivated" students. Reading levels, parental educational levels, and parental occupational levels were all higher for the able than for the disabled group. Students were tested on their comprehension of five linguistic structures identified by Carol Chomsky as representing five developmental stages in acquisition of syntax. Analysis of the results revealed that 10% of the disabled readers and 55% of the able readers comprehended all five constructions, as compared with 11% of Chomsky's subjects (children aged five through ten years old). The fact that no significant difference in performance was observed between the disabled readers and the children in Chomsky's sample suggests that disabled secondary readers may suffer from a low level of language development, while the differences in socioeconomic level between the two adolescent groups indicates a correlation between socioeconomic status and language development. It can be hypothesized that strengthening students' level of language development will also strengthen their reading ability. (GT)

ED 172 136 CS 004 801

Ruddell, Robert B.

Influencing Comprehension Development in Children.

Pub Date-Aug 78

Note-22p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Comprehension Development, Concept Formation, Educational Theories, Elementary Education, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Research, *Reading Skills, Teaching Methods

The literature of reading theory and research suggests a number of key factors involved in the comprehension process. In simplest terms, comprehension is the process by which an individual actively generates meaning from some linguistic input. Five factors of reading comprehension have been identified through research: vocabulary knowledge, the ability to derive meaning from context, inferencing ability, the ability to deal with the structure of the passage, and the understanding of literary devices. A review of recent research supports the importance of all five factors to the reading comprehension process and also suggests the importance of using preexisting knowledge schemata and involvement in comprehending and retaining prose interpretations.

The five comprehension factors can be enhanced in the classroom through the appropriate use of questioning strategies. Questions should be carefully designed to create sufficient internal disequilibrium to result in high internal motivation for the child. If this can be accomplished, the net effect will be increased concept development and the formulation of new inferencing strategies. (GT)

ED 172 137 CS 004 805

Dilena, Mike

Reading Comprehension: The Role of Experience, Language Knowledge and Processing Strategies.

Pub Date-May 77

Note-13p.; Paper presented at the Annual Meeting of Remedial Teachers of Queensland (Brisbane, Australia, May 1977); Best Available Copy

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, Early Reading, *Educational Practice, Foreign Countries, Language Processing, *Reading Comprehension, *Reading Instruction, Reading Materials, Reading Processes, Reading Skills, Teaching Techniques

Identifiers-Australia

This paper suggests that by emphasizing word identification skills and oral reading and by using limited reading materials, teachers have neglected reading for meaning. Following a review of current instructional practices, the paper explains how understanding writing depends on the world experience, language knowledge, and processing strategies that readers bring to the text. A final section summarizes implications for teaching. (Author)

ED 172 138 CS 004 808

Powers, Rosemary R.

Changes in the Reading and Media Interests of High School Students Today.

Pub Date-78
Note-33p.; Research prepared at Temple University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Mass Media, Media Research, Newspapers, Personal Interests, Radio, *Reading Habits, *Reading Interests, *Reading Material Selection, Reading Research, Secondary Education, Sex Differences, *Student Interests, *Teenagers, Television Viewing

A study of student interest was carried out focusing on current reading and media interests of high school boys as compared with those of high school girls and identifying changes in those interests since Paul Witty conducted similar research 20 years earlier. The sample randomly selected 300 ninth, tenth, eleventh, and twelfth grade students from a public school district comparable to the districts used in the earlier study. It was found that compared to the earlier study, high school students now report they spend less time reading, fewer use the public library, there is more interest in fiction, a greater preference for contemporary novels and lesser preference for classics, a stronger interest among boys for sports magazines, and more time is spent televiewing and listening to the radio. It was also found that boys prefer stories involving action and adventure while girls prefer romance, humor, and mystery; girls prefer Seventeen'' magazine while boys enjoy sports magazines as well as adult and mechanics magazines; more boys than girls read the newspapers and they prefer sports, comics, and feature stories, in that order, while girls choose comics, feature stories, and the entertainment section, in that order; and boys and girls both prefer comedy television shows. (TJ)

ED 172 139 CS 004 809

Cronnell, Bruce

Synonyms for Vocabulary Development Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.-SWRL-TN-3-77-07

Pub Date-31 Oct 77

Note-38p.

Pub Type- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Definitions, Developmental Vocabulary, Elementary Education, Language Arts, *Vocabulary, *Vocabulary Development, *Word Study Skills

Identifiers-*Synonyms

Developed to document the specifications for supplementary instruction in a skills-based vocabulary program, this report focuses on the study of synonyms as relating to the learning of specific words. One hundred twenty-nine general headwords and more than 1,500 synonyms for these headwords, specified for use in instruction in grades four through nine, are listed in the report. Based on grade level and frequency information about the synonyms, the headwords are tentatively organized into six levels for instruction. The procedures used to obtain the synonyms are outlined, and lists of critical attributes and definitions for selected synonyms are included. (Author/DF)

ED 172 140 CS 004 810

Cronnell, Bruce

Orthographic Compounds in the Vocabulary of Elementary School Children. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.-SWRL-TN-3-78-03
Pub Date-1 Jan 78
Note-25p.
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Classification, Elementary Education, *Language Usage, Semantics, *Structural Analysis, *Syntax, *Vocabulary
Identifiers-*Orthographic Compounds

The orthographic compounds (two or more words written as one word) in M. Rhode and B. Cronnell's lexicon of words used by elementary school children are categorized in this paper, primarily in terms of related semantic/syntactic structures. Following a discussion of orthographic compounds, the paper mentions procedures used by Rhode and Cronnell in specifying compound words used by children; it then outlines the procedures used in categorizing the more than 1,300 compounds in the Rhode and Cronnell lexicon. The first of two appendixes presents compounds divided into 15 categories on the basis of the relationship between the two parts of the compounds (subject/predicate, subject/verb, verb/object, verb/object of preposition, and so on). Within categories, the words are arranged by grade level. The second appendix lists words that do not fit into any of the categories used in the first appendix. (GT)

ED 172 141 CS 004 812

Humes, Ann

The Use of Concept-Learning Techniques in Vocabulary Development Instruction. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TN-3-77-06
Pub Date-31 Jul 77
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Concept Teaching, *Educational Research, Elementary Secondary Education, *Language Research, Learning Processes, *Teaching Techniques, *Vocabulary, *Vocabulary Development

A research and development effort undertaken to test the hypothesis that concept-learning techniques should be used to teach sophisticated vocabulary concepts is described in this report. The first section provides background information. Specifically, it reviews the need for and the current state of vocabulary development instruction; delineates the constituents of the vocabulary development process, focusing on the interrelationship of vocabulary acquisition and concept acquisition; relates general guidelines for and precautions about concept-learning strategies provided by the literature; and discusses subject-area terminology as the vocabulary development content selected for experimental application of such strategies. The second section describes the procedures followed in developing prototype materials, delineates the guidelines synthesized for developing these materials, and provides selections from the materials produced. The third section discusses the field testing of the materials and relates observations made about the assessments and the lessons. The final section summarizes the research and development efforts, states conclusions about the study, and explores implications for the future development of other such concept-learning materials designed to facilitate vocabulary development. (FL)

Humes, Ann
Requirements for Vocabulary Development Instruction.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TN-3-76-08
Pub Date-1 Dec 76
Note-39p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Program Content, Program Development, Program Evaluation, *Teaching Techniques, *Vocabulary, *Vocabulary Development

This report documents a review of the literature in the area of vocabulary development. The various sections contain discussions of the need for vocabulary development and the current status of vocabulary development programs, a definition of vocabulary development, and suggestions for the technology and content of a vocabulary program. (Author)

ED 172 143 CS 004 814

Humes, Ann
Proficiency Verification Systems (PVS): Skills Indices for Language Arts. Technical Note.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TN-3-78-14
Pub Date-1 Dec 78
Note-28p.; Not available in paper copy due to small print
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classification, *Componential Analysis, Content Analysis, Elementary Education, *Language Arts, *Skills, *Textbook Content, *Textbook Research

The procedures undertaken in developing and organizing skills indexes for use in coding elementary school language arts textbooks to determine what is actually taught are presented in this paper. The outlined procedures included performing a preliminary analysis on four language arts textbooks to compile an extensive list of skills and performance modes for each text; coordinating the lists of skills across textbooks into major categories; organizing the resulting categories into the 12 skills areas of discourse type, textual characteristics, processes, word study, history, mechanics, parts of speech, grammar, discourse study, reference skills, language theory, and miscellaneous; and analyzing the lists to determine which performance modes could be combined by rewriting their task descriptions. Appendixes contain a list of the textbook series used in the preliminary analysis, a sample coding sheet, the final content index, and the final consolidated performance modes index. (FL)

ED 172 144 CS 004 815

Cronnell, Bruce Humes, Ann

Tryout of Vocabulary Development Exercises. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.-SWRL-TN-3-77-05

Pub Date-31 Jul 77

Note-56p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Content Reading, Context Clues, Elementary Secondary Education, *Language Research, Reading Skills, *Teaching Techniques, *Vocabulary, *Vocabulary Development, *Vocabulary Skills

A small set of vocabulary development exercises was tried out in four classes in each of grades four, six, and eight. The instruction was derived from three general content areas: subject-area vocabulary, alternative language, and vocabulary from context. The tryout consisted of extensive pretesting, instruction, and posttesting. It was generally found that students in grades four through eight had considerable deficits in vocabulary skills and knowledge and that these deficits could be remedied through instruction of the sort used in the tryout. However, it was shown that additional work is needed to provide instruction that best teaches vocabulary skills and knowledge in a sound but interesting fashion and is appropriate for the grade level for which it is intended. (Author/FL)

ED 172 145 CS 004 818

Rhode, Mary

New Words for the Communication Skills Lexicon. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.-SWRL-TN-2-75-04

Pub Date-26 Feb 75

Note-16p.

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Communication Skills, Dictionaries, Elementary Education, *Language Usage, Lexicology, *Vocabulary, *Vocabulary Skills

The sources used, the procedures followed, and the results obtained in updating the kindergarten through grade six communication skills lexicon are covered in this report. The final list of 322 new terms included in the lexicon are appended. (Author)

ED 172 146 CS 004 819

Cronnell, Bruce And Others

Preliminary Specifications of Content for Instruction in Subject-Area Vocabulary. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TN-3-77-10
Pub Date-30 Nov 77
Note-30p.
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art, Communication Skills, *Content Reading, Elementary Education, Lexicology, Mathematics, Music, Sciences, Social Sciences, *Vocabulary, *Vocabulary Development

The steps taken in compiling lists of technical terms for use in vocabulary instruction in the six subject areas of communication skills, science, music, social science, mathematics, and art are specified in this paper. The steps outlined included selecting words from both teacher and student textbooks at the kindergarten through grade six levels; limiting the number of terms to those at the average grade level for which they were found; grouping the words for each subject area, first into major categories and then into subcategories; and adding terms when needed to complete a conceptually related set. Appendixes contain the lists for each subject area and summaries of the frequencies of terms in each area. (FL)

ED 172 147 CS 004 820

Rhode, Mary Cronnell, Bruce

Specifications of Content for Instruction in Word Analysis and Synthesis. Technical Note 3-77-11.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date-30 Nov 77
Note-89p.; Parts may not reproduce clearly
Pub Type- Opinion Papers (120) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*English Instruction, *Morphemes, *Structural Analysis, *Vocabulary Development, *Word Study Skills

Components of word analysis and synthesis that are important for vocabulary development instruction are word structure and morphemes. Morpheme study includes bases, prefixes, suffixes, epenthetic elements, and affixation processes. Word structure includes capitalization, abbreviations, contractions, number, possessives, and affixed words. (Extensive appendixes include numerous illustrations of each kind of word structure and morpheme. The appendixes include pronunciations, pronunciation variations, meanings, function, and exemplars.) (Author/TJ)

ED 172 148 CS 004 828

Garner, Ruth

The Importance of Cognitive Styles Research for Understanding Reading Process.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Cognitive Style, *Decoding (Reading), Reading, *Reading Processes, *Reading Research

The increase in studies of the interaction of readers' prior knowledge systems with language cues in print has been a significant trend in reading research. Current research questions reflect the belief that the prior knowledge systems of readers are a principal determinant of what a reader can learn and remember from text. Cognitive style research and reading research unite in examining individual differences in language processing; the question is "how" readers bring prior knowledge to bear on text, rather than "what" knowledge in particular is used. Research has found that field-dependent and field-independent individuals differ not only in information processing, but in such activities as dreaming, using defense mechanisms, social interaction, and decision making. Recent research has also investigated the failure to comprehend multiple-meaning words, the conceptual tempo dimension, the preferability of the reflective or impulsive style as depending on the sort of task at hand, and bias in the extent to which one utilizes knowledge schemata as a source of style difference in processing. (DF)

ED 172 149 CS 004 852

Dilena, Mike
Literacy and All That.
Pub Date-78
Note-12p.; Study prepared at Adelaide College Advanced Education; Newspaper article will not reproduce
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Methods, *Reading Comprehension, Reading Diagnosis, Reading Research, *Reading Tests, *Test Interpretation, *Test Items, *Test Results, *Test Validity
Identifiers-*Australia

A previously published discussion of the ACER Australian Studies in School Performance'' suggests that the performance of students constitutes a concern; however, it is possible to be encouraged by evidence from the study that 97% of 10 year olds and 99% of 14 year olds have mastered the abilities to understand simple written sentences. The assertion that comprehension of longer pieces of writing is much poorer deserves attention. Analysis of the newspaper comprehension test, for instance, indicates that it may be less a test of reading comprehension than a test of experience in reading newspapers, including deciphering the peculiarly elliptical language of headlines and knowing how to locate information in newspapers. An examination of results of the paragraph-reading portion of the test indicates that perhaps what appears to be a failure to understand may be instead a failure to carry out a number of mental operations over and above making some sort of sense of a passage. Analysis of the ACER survey indicates little evidence that there is a need to change the approach to and the emphasis on the teaching of the skills of literacy, although the survey does provide some interesting questions and data that lead to valuable insights about how children handle specific reading tasks. (TJ)

ED 172 150 CS 004 854

Hart, M. Murlee

Preventing the Proliferation of Problem Readers.

Pub Date-Nov 78
Note-11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Cloze Procedure, Educational Needs, Elementary Education, *Language Development, *Miscue Analysis, Positive Reinforcement, Reading Comprehension, Reading Difficulty, *Reading Instruction, Reading Processes, *Teacher Attitudes, Teacher Behavior, Teaching Methods, Teaching Techniques

The failure of many beginning reading students to become efficient or enthusiastic readers is due to mistaken views of the reading process that cause teachers to stress isolated reading skills and error-free oral reading, rather than focusing on children's ability to read with understanding. Teachers who want to teach differently must take an objective look at reading practices, create settings in which children are willing to take risks, view errors as clues to children's logic, and examine the process of language acquisition for clues that might be applied in reading instruction. Language acquiring children are language receivers long before they are language expressers; they are immersed in the whole of language; and they receive reinforcement for partial success in language production. Similarly, teachers of beginning reading can permit reception to precede expression and can immerse students in the whole of written language through such approaches as the oral cloze procedure and having students follow written material read aloud by the teacher. They can then begin to encourage student help with the reading and to use selective cloze procedures that develop students' predictive abilities. As students begin to read, teachers should respond to miscues by rewarding word approximations, placing first emphasis on what makes sense. Using this approach, teachers can prevent the proliferation of problem readers. (GT)

ED 172 151 CS 004 855

Dempsey, June

A Videocassette Mastery Learning Tutor Training Course.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Programs, Higher Education, Learning Laboratories, Mastery Learning, *Peer Teaching, Reading Instruction, *Remedial Reading, *Training Techniques, *Tutors, *Video Cassette Systems

A college that uses students as tutors in a reading/study skills lab originally did its training through individual assistance. Tutors were encouraged to complete at least one lesson from each of the textbooks, kits, and programs. A few workshops were held to give an overview of equipment, materials, and strategies. Increased enrollment in the lab meant that a more extensive tutor training program was needed. After criteria for tutor selection were established, a course was developed that included lectures, reading, discussion, and projects. Eventually, an alternative course was developed on videocassettes. This allowed flexibility in permitting tutors to begin any time during the semester and to learn at their own pace. A major drawback is that the course does not afford opportunities for questions and discussion. (A syllabus of the course and a description of the training modules is included.) (TJ)

ED 172 152 CS 004 856

Hillman, Judith

Reading Aloud to Children: A Rationale.

Pub Date- 75

Note-8p.; Study prepared at St. Michael's College

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childrens Literature, Elementary Education, Identification (Psychological), Imitation, *Language Arts, Language Development, Language Patterns, *Language Skills, Listening Skills, *Literature Appreciation, *Models, *Reading, *Story Reading, Student Motivation, Vocabulary Development

Identifiers-*Reading to Others

The tradition of reading aloud to children has great intrinsic value and should be continued as part of the language arts program. Five major reasons for reading aloud to children can be gleaned from recent linguistic and psychological research and from folklore and intuition: (1) It allows the modeling of syntactic and phonemic language patterns, which is particularly helpful in working with children who speak nonstandard dialects. While speech is an important model in the imitation of syntax, written language is a ``purer'' form and thus more valuable for modeling. Hearing words in context increases listeners' receptive vocabularies and introduces them to alternative ways of expressing themselves. (2) It allows an identification with models, exposing children to literary characters with whom they can identify, as well as to worlds of experience. (3) It provides a commonality of experience to listeners from diverse backgrounds. (4) It develops listening skills and increases the listening attention span. (5) It motivates listeners to want to read, frequently stimulating them to seek out books that have been read to them. Other reasons for reading aloud to children include its contributions to parent/child sharing and to children who cannot or will not read on their own. (GT)

ED 172 153 CS 004 857

Stephenson, Donald Ward, Barbara S.

Strategies for Increasing Reading Comprehension in Vocational Education Classes.

Pub Date-Oct 78

Note-11p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, *Language Skills, Postsecondary Education, *Reading Comprehension, *Reading Skills, *Vocational Education

Vocational education students are characterized by the fact that they tend to lack role models and subsequently lack coping strategies. In addition, they lack educational planning. Many are casualties of a prior hope in that they have already dropped out of or have been pushed out of academic programs. At the same time, occupational training programs contain a complex and unique set of skills and language. This juxtaposition requires special help for students trying to learn the new technical language for their areas. First, the material must be approached with an attitude that recognizes the demands of the text and the needs of the students. Second, the sequence of learning must be maintained and thoroughly considered so that concepts are built and presuppositions are kept to a minimum. Third, the language of vocation is unique and must be respected with precise interpretation in order to maintain the philosophy of process and product. (TJ)

ED 172 154 CS 004 858

Annis, Linda

The Effect of Cognitive Style and Learning Passage Organization on Study Technique Effectiveness.

Pub Date-Apr 79
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style, Higher Education, *Individual Characteristics, *Learning Modalities, *Reading Research, *Study Skills, *Thought Processes
Identifiers-*Note Taking

In a study designed to relate research on cognitive style to study technique effectiveness, a group of 129 college freshmen was given a test to assess the cognitive style of each. The 93 students who scored in the upper 1/3 and in the lower 1/3 of the distribution were classified as field independent and field dependent. These 93 students were then assigned either to read only or to read and take notes on a passage. Half of the students received the original organized version of the passage while the other half received a scrambled passage in which the order of the sentences within each paragraph of the passage was randomly reordered. One week later, the students were given an examination consisting of a free recall test and a set of 32 completion questions. A significant main effect for the variable of study technique was found, but none of the interactions was reliable. The field independent students were better able than the field dependent students to complete sentences of high structural importance regardless of whether the task required analyzing organized material or structuring unorganized material. (TJ)

ED 172 155 CS 004 859

Pepe, Marie Hussey

Phonic Errors Associated with Reading and Spelling Achievement in the Eighth Grade.

Pub Date-May 79

Note-48p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Error Analysis (Language), Grade 8, Phonetic Analysis, *Phonics, *Reading Ability, *Reading Achievement, Reading Research, *Spelling

The Reading Comprehension and Spelling subtests of the Stanford Achievement Test were administered to 170 eighth grade students to test four null hypotheses about the differences between reading ability, spelling ability, and phonic generalization spelling errors. In addition, a specially constructed Phonics Generalization Spelling Test was administered. The results indicate significant differences in the reading achievement of good and poor spellers, and in the spelling achievement of good and poor readers. A qualitative analysis of phonic generalization spelling errors also finds that qualitative differences occur in the errors made by good and poor readers and by good and poor spellers. (RL)

ED 172 156 CS 004 860

Lackner, Gale Peaceman

The Experimental Modality Prescriptive-Diagnostic Reading Program Versus a Traditional Reading Program.

Pub Date-May 79

Note-64p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Diagnostic Teaching, Elementary Education, Reading Achievement, *Reading Comprehension, *Reading Instruction, Reading Programs, *Reading Research, Teaching Techniques

A study was conducted to determine whether primary school children who were taught reading with an experimental modality prescriptive-diagnostic reading program achieved higher reading comprehension scores in the intermediate grades than did children who were taught reading with a traditional reading approach. The experimental group was composed of 369 children, while the traditional group consisted of 385 children. T-tests were used to locate significant differences between the children's third and fifth grade mean equivalent scores and their third through fifth grade mean gain scores on the reading comprehension section of a standardized reading test. The Cognitive Abilities Tests nonverbal aptitude scores were also compared by T-tests. Both the traditional and the experimental reading approaches were found to produce similar results in reading comprehension. (Author/FL)

ED 172 157 CS 004 861

Haugh, Eleanor K.

Reading Versus Listening: Modes of Presentation of a First-Grade Reading Test.

Pub Date-Jan 79

Note-48p.; M.Ed. Thesis; Rutgers, The State University of New Jersey; Best copy available; Appendixes were removed due to copyright restrictions

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Beginning Reading, Grade 1, Language Skills, *Listening Comprehension, Oral Reading, Primary Education, *Reading Comprehension, Reading Instruction, *Reading Research, Silent Reading

The relationship between first graders' listening comprehension and reading comprehension was examined in a study involving 64 children. Two forms of the Gates-MacGinitie Reading Test, Primary A, were administered one orally and one silently. No significant difference was found between the mean score of the silent test and that of the oral test. In fact, a significant correlation of .317 between reading and listening comprehension was obtained. (Author/FL)

ED 172 158 CS 004 862

The American Reading Council's Educational Programs for Families.
American Reading Council, New York, N.Y.
Pub Date-Apr 79
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bookmobiles, *Family Programs, Library Role, *Low Income Groups, *Parent Participation, Program Content, Program Costs, *Program Development, *Reading Improvement, *Reading Programs

A family education program based principally upon reading is outlined in this paper. Following a discussion of the program's background and of proposals for its expansion, the paper describes booklets used in a campaign designed to help parents understand their role in their children's education. The following section outlines new methods of book distribution used in the program, including the use of school bookstore programs and paperback racks in day care centers, and discusses the cost of these methods. The final section covers the role of the American Reading Council in informing parents, librarians, educators, and the general public about how to operate the programs and about other programs that are successful in getting people to read. (FL)

ED 172 159　　　　　　　　　　　　　　　　　　　　CS 004 863

Quincy, Alpha

Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.

Pub Date-Nov 78
Note-9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Reading Instruction, *Reading Skills, *Reading Tests

Testing reading by testing the bits and pieces of reading leads to teaching the bits and pieces instead of teaching reading. Reading is a total skill rather than a subject, and a skill can best be tested by performance. Some of the purposes for reading tests include showing test score improvement, diagnosis, satisfying parents, grouping or sorting students for instructional purposes, and comparing students across time or areas for purposes of funding. Some tests include ones by the National Assessment for Educational Progress (NAEP) and the California Assessment Program (CAP). The CAP cannot obtain results for an individual student but gives estimates of the total school program. It heavily emphasizes comprehension. Other appropriate measures of reading are: how many books are checked out of the school library; how many books are written, published, purchased, and read; and how many hours students spend reading at home. (TJ)

ED 172 160 CS 004 864

McLeod, John
Overview of Learning Disabilities: Retrospect and Prospect.
Pub Date-May 79
Note-10p.; Keynote Address presented at the Special Education '79 Conference, York University, Ontario, Canada, May 1979
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, *Educational Diagnosis, Educational History, Elementary Secondary Education, Learning Difficulties, *Learning Disabilities, *Remedial Instruction, Student Evaluation

Introduced by S.A. Kirk in the early 1950s, the term learning disability'' was intended to eliminate controversial psychological and neurological labels which had come to be applied to students with reading disabilities, but has itself generated much controversy. The four historical phases in remedial treatment of learning disabilities have included the ideology approach, the analysis of individual learning style (with corresponding rehabilitative treatment), the analysis of the task itself, and a correlation of the latter two phases. Present issues concerning the definition of learning disability include whether the definition ought to be psychometric (underachievement'') or clinical (perceptual processing deficits''), and whether the diagnosis of learning disability ought to be restricted to students of average measured intelligence or better. Diagnosis should be a progressively analytic process in which assessments are time-efficient, procedures are based on the judgment of a competent diagnostician, and there is a built in provision for review. Teachers are needed with appropriate competencies to detect, diagnose, prescribe, and implement individual corrective and remedial programs, with adequate support available. (DF)

ED 172 161 CS 004 865

Demonstration Schools in Individualized Instruction: 106 State-Validated Programs. 1978-1980 Visitors Guide.

Texas Education Agency, Austin. Div. of Dissemination.
Pub Date-78
Note-134p.
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Demonstration Programs, Elementary Secondary Education, *Individualized Instruction, *Individualized Programs, *Mathematics Instruction, Program Development, *Reading Programs, Teaching Methods, Validated Programs
Identifiers-*Texas

Intended for use by visitors to the Demonstration Schools in Individualized Instruction (DSII) network, this guide provides the following information: lists of members of the DSII steering committee and service center contact persons, explanations of the DSII and of Project CITE (Coordinated Information for Texas Educators), a visitor's checklist of program elements, and an index to the program descriptions, broken down by subjects and grade levels. The main section of the guide provides 20 program descriptions, each containing information about the school where the program is in use, the subject and grade level involved, the name of the contact person at the school, and the development of the program. A list of regional educational service center resources and a bibliography of documents pertinent to individualized instruction are appended. (FL)

ED 172 162 CS 004 866

Duffey, Joseph

The Functional'' and Social'' Uses of Literacy.

Pub Date-Apr 79

Note-8p.; Paper presented at the White House Conference on Library Information Services (Reston, Virginia, April 1-4, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Functional Illiteracy, *Global Approach, International Programs, *Literacy, *Literacy Education, Reading, Writing, Written Language

The task of providing the tools of basic literacy for all citizens is still unfinished in the United States as well as on an international scale. No longer can the developed and underdeveloped worlds relate as mentor and learner; the United States has much to learn from the great work in literacy and basic education performed in lesser developed areas. Mass literacy is necessary for modern technology and modern nations; the quest for universal literacy is inextricably linked to such values as equality of social and economic opportunity, self-determination in the political sphere, and the development of a critical intellectual spirit. In addition to functional or basic literacy, there exists the concept of social literacy,'' which recognizes that certain skills and capacities are necessary for one to become a part of society and to transcend one's own heritage and gain some sense of oneself as a citizen of the world. Beyond the transmission of technical information and insight, literacy has a purpose in expressing the interpretations of human experience. (DF)

ED 172 163 CS 004 867

Rabin, Annette Tucker

A Comparison of Two Methods of In-Service Programming for Helping Content Area Teachers Select and Use Student Reading Materials.

Pub Date-Mar 78

Note-24p.; Report based on Ed.D. Dissertation, University of Pennsylvania

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, *Inservice Teacher Education, Instructional Staff, Reading Instruction, *Reading Material Selection, Secondary Education, *Staff Improvement, *Teacher Attitudes

A study was undertaken to solve, through staff development, the problem of the selection and use of appropriate reading materials by content area teachers and to determine the amount and type of cooperation that could be expected between content area teachers and reading personnel. The field-based, action-research study compared two approaches to inservice programing: an inservice workshop and independent materials, and the same workshop and materials plus individualized follow-up assistance. Both attitude and behavior change were measured. Results showed that, while the attitudes of all teachers involved in the study improved, there was little behavior change in either group. Those who received individualized assistance, however, did perceive themselves as more competent and were more eager for continued cooperation with reading personnel than did the control group. (Author/DF)

ED 172 164 CS 004 868

Stayrook, Nicholas

Aptitude-Treatment Interactions in a Study of Teaching Basic Reading Skills in Secondary School.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Teacher Education, *Low Ability Students, *Reading Instruction, *Reading Research, Reading Skills, Research Methodology, Secondary Education, Teacher Attitudes, *Teacher Behavior, *Teacher Guidance

Aptitude-treatment interaction (ATI) methodology was used to assess the effectiveness of secondary teacher inservice training in reading instruction and to test the hypothesis that low-ability secondary students benefit most from directive teaching. For the first part of the study, 39 teachers were placed into two groups. One group received training in classroom behavior previously found to be predictive of reading gains; the other group was only observed. The results suggested that effective training methods are reflected in an altered relationship between teacher traits and classroom processes. In the second part of the study, the presence of an ATI between student ability and the directiveness of instruction was explored by creating an index of the directiveness of instruction, classifying classrooms as being either high or low on directiveness, and assessing the ability/achievement relationship within each group. Only tentative confirmation was established for the hypothesis. (FL)

ED 172 165 CS 004 869

LaPray, Margaret H.
On the Spot Reading Diagnosis File.
Center for Applied Research in Education, Inc., New York, N.Y.
Pub Date-78
Note-267p.
Available from-The Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, New York 10017 ($17.95 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Beginning Reading, Developmental Stages, Elementary Secondary Education, Listening Comprehension, Paragraphs, Perception, Phonics, Reading Comprehension, *Reading Diagnosis, *Reading Improvement, *Reading Instruction, Reading Interests, Reading Rate, *Reading Skills, *Reading Tests, Syntax, Vocabulary

This publication is designed to give classroom teachers and reading specialists at all levels 42 ready-to-use informal diagnostic devices for the early and accurate identification of individual and group reading needs. It is organized into eight sections. The first contains suggestions to aid teachers in using various testing devices. The remaining sections provide tests in the areas of prereading, letters and words, phrases, syntax, paragraphs, and attitudes and interests. The skill areas covered include visual and auditory perception, reversals, receptive vocabulary, applied phonics, comprehension, and rate of reading. Each testing device provides the following information: a description of the device, instructions for its appropriate use, the age level for which it is intended, the time needed to administer it, how to score it, and remediation steps. Appendixes contain reproducible English/Spanish language dominance cards; San Diego quick assessment cards, forms I and II; and San Diego quick oral paragraphs, forms I and II. (FL)

ED 172 166 CS 004 870

Presseisen, Barbara Z. And Others

Topics in Cognitive Development: Language and Operational Thought. Volume 2.

Pub Date-78

Note-210p.

Available from-Plenum Publishing Company, 227 W. 17th Street, New York, New York 10011 ($18.95 cloth)

Pub Type- Books (010) - Collected Works - Proceedings (021) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Cognitive Development, Elementary Secondary Education, *Language Development, *Moral Values, *Reading Processes, *Reading Research, *Social Development

Identifiers-*Piaget (Jean)

This is the second volume in a series that records the official Symposium Proceedings of the Jean Piaget Society and examines the theoretical, empirical, and applied aspects of Jean Piaget's seminal epistemology. The 12 papers are divided into four areas: language development, formal reasoning, social cognition, and applied research. The topics of the papers include: thought and language, the relevance of Piaget's early work for a semantic approach to language acquisition, new prospects for neuropsychological research on disorders of perception and language, formal reasoning, symbol manipulation, interface between the behavioral and cognitive-developmental approach to research in morality, and the function of reading in the transition to concrete and formal operations. (TJ)

ED 172 167 CS 004 872

Feeley, Joan T. And Others

Interest Patterns and Media Preferences of Middle-Grade Children Revisited.

Pub Date-79

Note-125p.; Research prepared at the William Paterson College of New Jersey; Tables 3, 5 and Appendix B may not reproduce well due to light type

Pub Type - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Behavior Patterns, *Childhood Interests, Demography, Elementary Education, Interest Research, *Mass Media, Racial Factors, *Reading Habits, *Reading Interests, Sex Differences, *Television Viewing

To update the findings of a 1971 study, a study seeking to identify the interest patterns and media preferences of fourth and fifth grade children was undertaken in 1978. The responses of 731 children to an interest inventory were subjected to separate factor analytic and analysis of variance procedures. The former were used to cluster degree-of-interest responses, and the latter were used to compare cluster scores of the subgroups to determine whether they varied according to geographic location or race. Sex as a factor was determined by an examination of the children's rank-order patterns. The results revealed the following: boys' responses clustered into six groupings (presented in rank order) sports, media, historical/adventure, informational, fun and fantasy, and social empathy/arts; girls' responses clustered into eight groupings media, animals, fun and fantasy, social empathy, sports, arts, historical, and informational; geographical location accounted for some differences while race accounted for very few differences; and separate, across-clusters analyses of variance of the "read" and "watch" scores revealed that the girls had significantly higher read scores and, to a lesser degree, higher watch scores than did the boys. The urban sample had a significantly higher watch score than did the suburban sample, and race did not account for any significant differences; an overall preference for viewing over reading for all categories was evident. (Author/FL)

ED 172 168 CS 004 873

Hofler, Donald B.

Will the Real Homonym Please Stand Up? A Question of Classification.

Pub Date-Mar 79
Note-7p.; Paper presented at the Annual Meeting of the State of Maryland International Reading Association Council (7th, Baltimore, Maryland, March 8-10, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification, *Linguistics, Semantics, *Structural Analysis, *Word Study Skills
Identifiers-*Homonyms

Stating that teachers are often confused by the terms homonym'' and homophone,'' this paper maintains that the difficulty can be eased by determining how words can be classified in terms of structure, meaning, or sound. It then presents a word nomenclature model that draws upon the differentiation between these groups of words and treats not only homonyms and homophones but also other classes of words such as acronyms, paronyms, and heteronyms. The paper concludes that the model could aid the teacher in dealing with apparent contradictions in basals and in some dictionaries. (Author)

ED 172 169   CS 004 874

Skrypa, Aldona

Effects of Mathematical Vocabulary Training on Problem Solving Ability of Third- and Fourth-Graders.

Pub Date-Apr 79

Note-92p.; D.Ed. Thesis, Rutgers University The State University of New Jersey

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Content Reading, Elementary Education, *Mathematical Vocabulary, Mathematics Instruction, *Problem Solving, Productive Thinking, Reading Difficulty, Reading Research, *Reading Skills

To determine the effectiveness of mathematical vocabulary training on the problem solving ability of third and fourth grade students, 66 students were placed into either an experimental or a control group. All were pretested and posttested with an experimental mathematics vocabulary test and with a standardized mathematics test. Mathematical vocabulary was then taught to the experimental group for eight weeks. The results favored the experimental group. There were significant differences between the gain scores of the two groups on both the vocabulary test and on the standardized test. The findings suggest that systematic mathematical vocabulary training increased the problem solving ability of third and fourth grade students. (Author/FL)

ED 172 170 CS 004 875

Eco, Umberto

The Role of the Reader: Explorations in the Semiotics of Texts.

Pub Date-2 Jul 79
Note-273p.
Available from-Indiana University Press, Bloomington, Indiana 47401 ($17.50 cloth)
Pub Type-Opinion Papers (120) - Books (010)
Document Not Available from EDRS.
Descriptors-Aesthetic Education, Comics (Publications), *Discourse Analysis, Linguistic Theory, *Literary Analysis, Musical Composition, Nonverbal Communication, Novels, Popular Culture, Semantics, *Semiotics, *Verbal Communication
Identifiers-*Reader Response

The essays in this book focus on the role of the reader in textual interpretation. Specifically, they examine ``open'' and ``closed'' texts. The three essays in Part I deal with both verbal and nonverbal texts. The first considers musical compositions that leave considerable autonomy to the individual performer and also discusses the phenomenon of the ``unfinished work'' in contemporary art and aesthetic theory. The second and third essays examine how the procedures of aesthetic manipulation of language produce the interpretive cooperation of the addressee. Closed texts are represented by examples from popular culture in the three essays in Part II. These examine the sociopolitical assumptions implicit in Superman comic books, the relationship between rhetoric and ideology in the fiction of Eugene Sue, and the narrative structure in Ian Fleming's James Bond novels. The two essays in Part III provide a theoretical framework for understanding the semiotic strategies of open and closed texts. The first investigates the contributions of contemporary semantics to the study of narrative; the second connects the modalities of textual interpretation with the problem of possible worlds and discusses a story by Alphonse Allais. Appendixes contain an empirical test of the Model Reader as a textual construct and excerpts from ``A Most Parisian Episode'' by Alphonse Allais. (FL)

ED 172 171 CS 004 876

Criteria of Excellence for Literacy Programs in Illinois.
Illinois State Office of Education, Springfield.
Pub Date- 78
Note-21p.
Pub Type- Guides - General (050) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Community Programs, Elementary Secondary Education, *Evaluation Criteria, Literacy, *Literacy Education, *Program Development, *Program Evaluation
Identifiers-*Right to Read

Intended for use by local education agencies and communities in developing and improving their literacy programs, this publication presents, in rating scale form, the elements that are essential in creating programs that are effective and comprehensive. The areas to be rated by the scale include leadership, community involvement, program organization, materials and methods, and teachers. The publication also includes a definition of ``literacy,'' a statement of the philosophy underlying the Right to Read program in Illinois, the criteria for a community-wide literacy program, instructions for using the rating scale, and a list of members of the Right to Read State Advisory Council for 1978-1979. (FL)

ED 172 172 CS 004 878

Bernath, Marjorie Klein
Use of Masked Materials to Develop Insights in Word Attack and Reading Comprehension.
Pub Date- 77
Note-31p.; Research prepared at California State University, Northridge
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cloze Procedure, Elementary Education, *Reading Comprehension, *Reading Rate, *Reading Research, Socioeconomic Influences

A study involving 238 fourth grade pupils was conducted to determine whether a relationship exists between the use of instruction with masked materials and pupils' word recognition and comprehension. The pupils were placed into either an experimental or a control group. Each group was administered a pretest to measure reading rate, to insure that all subjects could read and comprehend at or above the second grade level, and to make comparisons with posttest performance. The control group took the posttest, consisting of a 100-word passage in which every fifth word had been masked and a comprehension test, immediately. The experimental group first participated in the treatment, which consisted of the entire group working together to figure out what the masked words were in a passage and discussing how they made their decisions, then took the posttest. It was found that subjects in the experimental group showed significantly higher mean scores on both the masked and comprehension posttests, that subjects with greater reading speed showed significantly higher means on the masked posttest than those who read more slowly, that the pretest had significant predictive value on both posttests, and that socioeconomic status had a significant effect on comprehension posttest scores but not on masked posttest scores. (TJ)

ED 172 173 CS 004 879

Jacobowitz, Sandra E.

Tutoring by Parents of Their Children in First Grade.

Pub Date-May 79

Note-60p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Parent Child Relationship, *Parent Participation, Primary Education, *Reading Improvement, *Reading Instruction, *Reading Research, Research Problems, *Tutoring

A study was undertaken to examine the effect of parent tutoring on the reading scores of their children and on their own reading scores. The experimental group was composed of ten children who had just completed first grade and their parents. The control group was composed of ten nontutored children and their parents. All of the children were chosen from those with the lowest reading scores in their classes. Tutoring parents attended three one-hour training sessions where they were taught techniques for tutoring their children. Nontutoring parents also attended training sessions, but were taught math games to play with their children. At the end of the nine-week program, both children and parents were tested for reading improvement. The results showed no significant differences between the reading scores of the tutored and the nontutored children, nor was there a significant difference between the reading scores of tutoring and nontutoring parents. (TJ)

ED 172 174 CS 004 881

A Modular Approach to Reading Improvement at the College Level.

Human Conservation Associates, Inc., Tallahassee.

Spons Agency-Danforth Foundation, St. Louis, Mo.; Southern Education Foundation, Atlanta, Ga.

Pub Date-79

Note-670p.

Available from-Institute for Teaching and Learning, Spelman College, Box 22, Atlanta, Georgia 30314 ($5.00 including postage)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Autoinstructional Programs, Basic Skills, *Developmental Reading, Higher Education, *Learning Modules, *Mastery Learning, *Reading Improvement, *Reading Instruction, Remedial Reading Programs

This handbook describes a college level self-pacing mastery learning corrective and developmental reading program in the areas of study skills, vocabulary, comprehension, reading in the content areas, critical reading, and rate flexibility. Each learning module contains a program of learning experiences, performance competencies, a topic, a rationale, and an objective. Six additional elements contained in each module are: preassessment, a list of the competencies, suggested learning experiences, criterion behaviors, postassessment, and a bibliography of sources used in the module. Appendixes include an individual student form, a class record, and a student feedback form for assessing the modular delivery system; group reading inventories, for English and social studies; and a sample class profile/summary chart for the group reading inventories. (TJ)

ED 172 175 CS 004 882

Burgett, Russell E.
Reading Comprehension in the Content Fields.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date-76
Grant-OEG-0-73-2898
Note-39p.
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Reading, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Research, Research Utilization, Secondary Education, Teaching Techniques
Identifiers-Right to Read

This paper discusses the implications of research regarding the general components of reading and their effects on content reading in grades 7 through 12. Sections deal with such comprehension components as vocabulary, sentence and paragraph structure, reading rate, and purpose setting, as well as comprehension needs in the content areas. Techniques for developing vocabulary, increasing awareness of sentence and paragraph structure, and identifying purposes and rates of reading as well as techniques for teachers to use in facilitating student reading comprehension are included. (DF)

ED 172 176 CS 004 883

Aoki, Elaine Mei

The Effects of Active Student-Initiated Responses on Literal and Non-Literal Reading Comprehension and Attitudes toward Reading of Third-Grade Students.

Pub Date- 77
Note-32p.; Research prepared at the University of Washington
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Strategies, Grade 3, Primary Education, Questioning Techniques, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Research, Response Mode, Student Motivation, *Student Participation, *Teaching Methods

To determine the effects of active student-initiated response lessons as an alternative to teacher-directed strategies for increasing reading comprehension, third grade children were placed into either an experimental or a control group. The experimental group received a series of lessons based on active student-initiated responses. These included instruction on questioning strategies, storytelling, story theater, role playing, and culminating activities. The control group received lessons based on teacher-initiated oral/written questions. The findings indicated a trend favoring the experimental strategy as compared with the control. Significant differences favoring the experimental treatment were found in regard to nonliteral responses and in attitude toward reading. (Author/FL)

ED 172 177 CS 004 886

Bourque, Mary Lyn

Specification and Validation of Reading Skill and Hierarchies.

Pub Date-Apr 79
Note-67p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classification, Criterion Referenced Tests, Elementary Education, *Organization, Phonics, *Reading Research, *Reading Skills, *Reading Tests, *Research Methodology, Structural Analysis

A study was conducted to compare two methodologies for establishing hierarchical relationships the Dayton and Macready model and the White and Clark procedure using criterion referenced test data. Several phonics and structural analysis skills were selected from a reading skills battery. The opinions of reading experts'' were solicited in order to establish the hypothesized hierarchy. Both methodologies were then applied to validate the connections. The hypothesized hierarchies were then compared to those produced using empirical data based on the administration of four criterion referenced test levels to approximately 14,000 elementary school children. Specification of the hierarchies based on empirical data via either probabilistic model produced more stable results than those hypothesized by the content specialists. (Author)

McPhail, Irving P.
Beyond Black English: Toward an Ethnography of Communication in the Inner-City Classroom.
Pub Date-Apr 79
Note-42p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Dialects, *Black Students, *Classroom Communication, Communication Problems, *Disadvantaged Youth, Inner City, Literacy, *Reading Failure, *Reading Instruction, Reading Skills, Student Teacher Relationship, Teacher Role, Urban Education

Perhaps the most controversial and provocative issue in the discussion of reading failure in inner-city schools has been the relationship between Black English Vernacular (BEV), reading failure, and reading instruction. The debate has focused on the degree to which BEV does or does not interfere with the acquisition of reading/language arts skills. Despite the insistence by some researchers that dialect interference plays a major role in black children's reading failure, it can also be argued that the ways teachers communicate in the classroom may well be a more critical factor in black children's success in learning to read than the preoccupation with the relationship between dialect differences and reading failure. The ethnographic description of the communicative pattern of the inner-city classroom is a new and relatively unchartered area of inquiry. The results of this inquiry can help to provide knowledge necessary to achieve the goal of literacy among inner-city children. (Author)

ED 172 179 CS 004 888

Calfee, Robert C., Ed. Drum, Priscilla A., Ed.
Teaching Reading in Compensatory Classes.
International Reading Association, Newark, Del.
Pub Date-79
Note-234p.; Several tables w/figures may not reproduce well due to small light type
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 725, $4.50 member, $6.50 non-member)
Pub Type- Books (010) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education, *Compensatory Education Programs, Educational Research, Elementary Education, Reading Difficulty, *Reading Instruction, Reading Material Selection, *Reading Programs, Reading Tests, *Remedial Reading Programs, Student Characteristics, Teacher Characteristics
Identifiers-Educational Testing Service

This book examines the study of compensatory reading programs which was undertaken by the Educational Testing Service (ETS) at 537 schools, and presents the results in a format usable by administrators, legislators, and teachers. Chapters deal with the following topics: the compensatory reading survey; communities and schools; a profile of children in compensatory reading programs; teacher characteristics; organization for instruction; instructional procedures; selection and use of instructional materials; teacher attitudes; purposes, practices, and outcomes; teaching goals and teaching time; and an analysis of compensatory reading programs and their special features as a group. Included in the appendix are questionnaires regarding the school principal's perceptions, teacher characteristics, and class and program characteristics. (DF)

ED 172 180 CS 004 889

Kingston, Albert J.
Answers Without Questions.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Aids, Content Reading, *Educational Theories, Educational Trends, Elementary Secondary Education, *Learning Processes, *Motivation Techniques, Reading, Reading Habits, *Reading Instruction, *Reading Materials, Research Needs, Social Reinforcement, *Student Attitudes, Student Interests
Identifiers-*Reading Attitudes

There are many ``truths'' concerning reading psychology and pedagogy that teachers accept without questioning and that play an important role in current reading instruction. However, both science and education are deeply affected by the tenor of their times, and present day answers should be regarded only as tentative propositions that may be eventually proved wrong. In considering the nature of the learner and the learning process, educators need to examine concepts of school and reading readiness, motivation techniques for children to whom reading has little appeal, and the appeal of basal readers and other classroom reading materials. They should also consider using social situations and social reinforcement in teaching reading. In the area of reading pedagogy, educators need to consider the following: ways to assure that reading becomes an important activity for children and adults, the possible use of audiovisual aids to increase interest in reading, ways to develop content reading abilities, and the impact on pupils of new reading materials rewritten to alter social and sexual depictions. Finally, with regard to the psychology of reading, researchers should develop ways to measure reading and should study such practical classroom problems as the impact of teacher behavior on learning. (GT)

ED 172 181 CS 004 890

Miller, Etta
Modality Preference Instructional Method, & Reading Achievement with First Graders. Final Report.
State Univ. of New York, Albany.
Spons Agency-Office of Education (DHEW), Washington, D.C. Regional Research Program.
Pub Date-Apr 74
Grant-20-483A-6507-88855
Note-218p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Beginning Reading, Decoding (Reading), *Learning Modalities, Learning Processes, Phonics, Primary Education, *Reading Instruction, *Reading Research, Sight Method, *Word Recognition

A study was conducted to test the thesis that teaching word recognition skills in a manner compatible with the learner's auditory or visual modality preference would facilitate beginning reading instruction. A group of 62 students in two first grade classrooms was studied; one class stressed the presentation of words as whole units, the other stressed phonics. At the end of the academic year, correlation coefficients were computed between the difference scores that indicated modality preferences and scores in reading achievement. Results indicated the following: (1) no significant relationships were demonstrated between either the components or total modality preference scores and word recognition scores, regardless of teaching method; (2) those students in the phonics classroom with visual modality preference scored significantly higher on the word recognition test than did those with auditory preference; and (3) there was no significant difference in word recognition skills between classes when instruction stressed the whole word approach. (Author/DF)

ED 172 182 CS 004 891

Handbook for Planning an Effective Reading Program.

California State Dept. of Education, Sacramento.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-53p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Language Skills, Program Evaluation, *Program Planning, Questionnaires, *Reading Instruction, *Reading Programs, *Teaching Techniques

Intended to help provide breadth to a reading program, this handbook emphasizes that reading is learned and reinforced through the use of the other language skills: listening, speaking, and writing. The first section relates to key instructional components of effective reading programs and includes divisions dealing with skill development (comprehension, language processing, and fluency and flexibility); motivation; and application (reading and responding to literature, reading in the content areas, recreational reading, study skills, and practical uses of reading). The second section relates to key issues for implementing a high-quality reading program and includes divisions dealing with classroom-level issues (classroom climate and organization, personalized instruction, teaching methodology, systems for monitoring progress, and management systems) and with school-level issues (policies and philosophy, availability of programs and courses, student placement, student disabilities, assessment, and reports to parents). Also included is a checklist for use in evaluating the components of an effective reading program. (TJ)

ED 172 183 CS 004 892

Ziajka, Alan L.

The Psychology of Reading in Early Childhood: A Comparison of the Ideas of Jean Piaget and Peter Spencer.

Pub Date- 78

Note-52p.; Essay prepared at California State University, Northridge

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Development, Comparative Analysis, Psychology, *Reading, *Reading Instruction, *Reading Processes

Identifiers-*Piaget (Jean), *Spencer (Peter)

This paper is intended to serve as a stimulant to further efforts to interrelate Jean Piaget's ideas on cognitive development with the broad perspective on reading developed by Peter Spencer, the founder of the Claremont Reading Conference. The three sections of the paper deal with the following areas: an analysis and comparison of Piaget's and Spencer's ideas on the relationship between the individual and the environment, the representation of reality as conceptualized by the two men, and the implications the views of the two hold for the development of a reading curriculum. (FL)

ED 172 184 CS 004 893

Dallago, Maria Lucia Lopes Moely, Barbara E.
Free Recall in Normal and Poor Readers as a Function of Task Manipulations.
Pub Date- 77
Note-35p.; Research prepared at Tulane University; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classification, Elementary Education, Learning Disabilities, *Learning Processes, *Males, *Memory, *Reading Difficulty, Reading Instruction, *Reading Research, *Recall (Psychological), Retention

To determine reasons for the difficulties reading disabled boys commonly have with memory tasks, an investigation of the use of category organization in free recall of such children was undertaken. The performance of 45 nine- to eleven-year-old normal and 45 reading disabled boys was compared on a free recall task in which stimulus items were arranged in a fixed order for presentation prior to recall. Subsequently, subjects experienced one of three manipulations, all involving the active sorting of the materials. Two of these manipulations attempted through instructions to affect the child's level of processing of items, while the third allowed the child to sort freely in preparation for recall. Poor readers recalled fewer items and tended to show less organization of recall than normal children during the baseline trial. On the experimental trial, recall and category clustering were highest for both groups following a manipulation designed to produce semantic encoding and grouping of items, and lowest when the children were required to focus on the color of the items. In the absence of instructions to guide the nature of their sorting of items for study, the reading disabled children failed to organize or study as effectively as normal readers did. Rather than lacking the ability to use semantic relations as a strategy for grouping items, the reading disabled children had difficulty in spontaneously generating an effective grouping strategy to aid recall. (Author)

ED 172 185 CS 004 894

Truby, Roy

Parents in Reading; Parents' Booklet (Folleto Para Los Padres).

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date-79

Note-50p.; For related document, see CS 004 895; Figures will not reproduce clearly

Available from-Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 ($3.95, 10% discount on 100 or more)

Language-English; Spanish

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, *Early Reading, Educational Games, [illegible]lementary Education, *Learning Activities, Listening Skills, *Parent Child Relationship, *Parent Role, Parent School Relationship, Preschool Education, *Reading Programs, Reading Skills, Television Viewing

Identifiers-*Parents in Reading

Developed for Idaho's original Parents in Reading program, this booklet is designed for use by parents of preschool and elementary school students. Topics are discussed in both English and Spanish and include: reading, listening, and talking to children; controlling television viewing; using numbers with children; children's muscles and movements; encouraging children to imitate animals; creative development; five developmental games; fostering positive attitudes about school; child independence; and affordable trips. The booklet also contains a checklist for parents to use in determining how well they are doing and a selected booklist. (FL)

ED 172 186 CS 004 895

Parents in Reading: Administrator's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-79
Note-24p.; For related document, see CS 004 894
Available from-Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 ($3.95, 10% discount on 100 or more)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Early Reading, Elementary Education, Learning Activities, Letters (Correspondence), *Parent Participation, *Parent School Relationship, Preschool Education, *Program Content, *Program Development, Public Relations, *Reading Programs
Identifiers-*Parents in Reading

Adapted from Idaho's original Parents in Reading program, the materials in this booklet are designed for use by school administrators who want to begin a positive program that involves parents in reading. Various sections contain samples of board policy statements, press releases, and radio commercials; samples of letters to parents new to the district and to parents of new-born children; suggestions for involving public libraries; and instructions for teachers. The booklet also provides reproducible materials for use by parents and sample monthly activity sheets for administrators to send to parents suggesting reading activities. (FL)

ED 172 187 CS 004 896

Nezworski, Teresa And Others

Story Structure Versus Content Effects on Children's Recall and Evaluative Inferences. Technical Report No. 129.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Minnesota Univ., Minneapolis. Inst. of Child Development.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0116

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Reading, Early Childhood Education, *Learning Processes, Memory, *Reading Comprehension, *Reading Research, *Recall (Psychological), Retention, Thought Processes, Values

Identifiers-*Center for the Study of Reading (Illinois)

A group of 144 kindergarten and third grade students heard stories in which the information necessary to infer the protagonist's motives was varied as to its form and location in a story sequence. In all story variations, the semantic content of the information was held constant. All children completed three tasks: a moral judgment concerning the goodness or badness of the protagonist's behavior, recall of the entire story, and a series of probe questions about the story events. The results indicated that information related to motives was recalled equally well independently of where it occurred in the story or in what category it was placed. Similar results were found when moral judgment scores were analyzed. The form or location of information did not alter moral evaluations. The data suggest that prior findings on differential recall of story categories depend on uncontrolled content and the relation among statements to the main goal rather than the form or location of the category. (Author/DF)

ED 172 188 CS 004 897

Collins, Allan Haviland, Susan E.
Children's Reading Problems. Reading Education Report No. 8.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0116
Note-19p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Reading, Decoding (Reading), Elementary Education, Learning Processes, *Reading Comprehension, Reading Diagnosis, *Reading Difficulty, *Reading Instruction, *Reading Research, *Reading Tests
Identifiers-*Center for the Study of Reading (Illinois)

This paper reviews recent research to determine why children encounter problems understanding what they read. Four points are discussed as especially relevant to children's problems in reading comprehension: (1) reading differs from early language experiences, and an analysis of these differences can indicate likely sources of reading difficulty; (2) reading is a process that involves constructing hypotheses based on prior knowledge, while a lack of such knowledge can lead to incorrect hypotheses; (3) the emphases on decoding skills in early grades often engages children in essentially meaningless reading activities, giving the impression that reading has no purpose; and (4) an entirely new set of strategic skills is needed for functional reading tasks such as reading textbooks or following instructions, tasks for which no foundation has been laid. Implications for testing are discussed, including the use of an individualized approach that embeds testing in the ongoing reading and writing activities in which the student is engaged. (DF)

ED 172 189 CS 004 898

Schallert, Diane L.; Kleiman, Glenn M.
Some Reasons Why Teachers are Easier to Understand than Textbooks.
Reading Education Report No. 9.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0116
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Reading, Elementary Education, *Learning Processes, Listening Comprehension, *Reading Comprehension, *Reading Research, *Student Teacher Relationship, *Teacher Guidance, Teaching Methods, Textbook Content, Written Language
Identifiers-*Center for the Study of Reading (Illinois)

To determine why some children find textbooks to be much more difficult to understand than teachers' presentations, four reading selections for middle grade readers were analyzed, as were tape recorded lessons prepared by ten teachers on the basis of the same selections. Excerpts from one of the written passages and excerpts and analysis of one teacher's presentation suggest four general advantages that teachers have over textbooks in getting children to understand and remember the material presented: they can tailor their messages to the background and level of understanding of the children in their classes; they can remind students of relevant information they already know and help them to see how new information is related to prior knowledge; they can focus students' attention on a passage as a whole or on selected parts of a passage; and they can monitor comprehension. The results of the study point to ways that textbook authors may modify written passages so as to minimize their limitations, as well as to ways that teachers can optimize their classroom presentations and their reading comprehension instruction. (GT)

ED 172 [illegible]90 CS 004 900

Smith, Lawrence L.

Time-Saving Tables for Computing the Harris-Jacobson Readability Formulas.

Pub Date- 75
Note-14p.; Tables prepared at the University of Florida; Not available in hard copy due to marginal legibility of original document
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Measurement Techniques, *Readability Formulas, *Reading Instruction, Reading Level, *Scoring Formulas
Identifiers-*Harris Jacobson Readability Formulas

The six tables presented in this paper were prepared in the belief that more educators would use the Harris-Jacobson Readability Formulas if the operations employed in those formulas to determine the estimated readability level of materials could be completed more quickly and with fewer calculations. Instructions for using the tables are included. (FL)

ED 172 191 CS 004 906

Flynn, Kathleen

A Comparison of Selected Reading Expectancy Formulas with Reading Achievement for Ninth and Tenth Graders.

Pub Date-May 79

Note-46p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Expectation, *Predictive Ability (Testing), *Predictive Validity, *Reading Achievement, Reading Instruction, *Reading Research, *Reading Tests, Secondary Education

A total of 94 ninth and tenth grade students participated in a study to determine which of the following six reading expectancy formulas predict actual reading achievement of secondary school students of average intelligence: the Dechant formula, the Harris I formula, the Science Research Associates' ``Tests of General Ability,'' the Harris II formula, the Los Angeles formula, and the Bond and Tinker formula. Reading achievement scores and intelligence scores were obtained for all students. Each of the six reading expectancy scores was then correlated with the observed reading scores of each student, using the Pearson product-moment correlation coefficient. Each score was then correlated with every other expectancy score to determine the intercorrelation of the formulas. The results revealed that, at a particular grade level, no one formula predicted reading achievement better than any other. In addition, it was found that the correlation between the formulas was extremely high, indicating that they were essentially assessing the same phenomena. (Author/FL)

ED 172 192 CS 204 729

Soloski, John Daley, Patrick J.

Symbolic Interactionism and Ethnomethodology: A Perspective on Qualitiative Research.

Pub Date-Aug 77
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ethnography, *Ethnology, *Interpersonal Relationship, *Research Methodology, *Social Behavior, Social Relations, *Social Science Research
Identifiers-Ethnomethodology, *Symbolic Interactionism

Methods employed in social science research must be true to the phenomena under investigation. Both symbolic interactionism and ethnomethodology take everyday life as their fundamental premise. Symbolic interactionism, based primarily on the work of George Herbert Mead, is the peculiar and distinctive character of interaction as it takes place between human beings interpreting and defining each other's actions instead of merely reacting to them; their response is based on the meanings which they attach to such actions and is mediated by the use of symbols and interpretation. According to Mead, meaning is ascribed to the actions of others by taking the role of others, either of a specific person (significant other) or of a group (generalized other). Ethnomethodology is the examination of how people in their everyday lives make sense of the situations in which they find themselves. Both methodologies require that phenomena must determine the method, although the selection of phenomena as relevant reflects the researcher's choice. A methodological implication of these approaches is that problems must be examined within the situations in which they manifest themselves by getting close to the people being studied. (DF)

ED 172 193 CS 204 795

DeMott, John

Prototypal Course in Newspaper Mangement: A Systems Analysis Approach to Teaching the Economic Context of Press Freedom in Modern Society.

Pub Date-76

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Course Content, *Course Organization, Discussion (Teaching Technique), Higher Education, *Journalism Education, *Management, *Newspapers, Student Research, *Systems Analysis, Systems Approach, Test Items

The prototypal course in newspaper management described in this paper is based on systems analysis and the systems flow approach. The introductory section of the paper discusses the need for instruction in newspaper management, the concepts of the systems approach and systems flow and the way they relate to enterprise management, and specific objectives for a newspaper management course. Other sections suggest a schedule for group discussions about many aspects of newspaper management (which provide the basic framework of the course), and comment on other course components, including course readings, seminars in which resource persons participate, student inspection of newspaper publishing facilities, student in-depth research on selected problems, and quizzes and examinations. The appendixes provide a bibliography of publications dealing with newspaper management; lists of relevant periodicals and organizations; suggested topics for resource persons' presentations; instructions for student research projects; representative questions for discussion sessions, quizzes, and examinations; and representative responses to an essay question in a newspaper management course examination. (GT)

ED 172 194 CS 204 807

Weiss, Robert H. Field, John P.

Cases for Composition: A Theoretical Model for Writing Instruction.

Pub Date-Dec 79

Note-19p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978); For related document, see ED 161 060

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assignments, *Composition (Literary), English Instruction, Higher Education, *Student Motivation, *Teaching Techniques, *Writing Exercises

To aid in the understanding of ``cases'' for writing (defined as highly focused situations in which students assume a role that demands writing to specific audiences and for utilitarian purposes), this paper begins by outlining the problem case faced by the author: to present a convincing argument for the use of the case approach to composition. It then notes that the purpose of cases in a composition course should be to engender writing, suggests how composition teachers can use a case approach, and describes three sample cases. For one of the cases which requires students to write about baseball rules in answer to questions from the 11-year-old Indonesian pen pal of an American boy the paper includes the ``letters'' from the Indonesian boy, outlines the writing assignments for the case, and describes the values of using the case in a composition class. Finally, the paper outlines the three key assumptions on which the case approach to composition is based: writing can be taught most effectively when students accept its purpose; the reading in a writing course must lead closely and directly to the writing; and the principles of good writing are better learned from carefully designed writing assignments than from prescribed rules of composition. (GT)

ED 172 195 CS 204 834

Corcoran, William Thomas

A Study of the Responses of Superior and Average Students in Grades Eight, Ten, and Twelve to a Short Story and a Poem.

Pub Date-78
Note-308p.; Ph.D. Dissertation, University of Alberta
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Composition (Literary), *Critical Reading, Developmental Stages, Foreign Countries, Grade 8, Grade 10, Grade 12, High School Students, *Literary Analysis, Literature, *Literature Appreciation, *Response Mode, Secondary Education, *Student Attitudes, *Student Reaction
Identifiers-Australia

The free writing responses of 120 gifted/average Australian high school students (grades 8, 10, and 12) to a short story and a poem were coded according to Alan Purves' categories engagement, perception, interpretation, evaluation, or miscellaneous to detect any patterns of differences. The students also provided data about their preferences for the school-based study of literature and for literature in an informal setting. For the story and poem either combined or taken separately, there were significant decreases in engagement responses and increases in interpretation responses from grade 8 to grade 12. The poem prompted less retelling and greater problems with narrative language than the story. No sex differences in responses were observed, but superior students provided significantly less engagement and more evaluation responses than average students. The eighth and tenth grade students expected to focus on matters of content and structure in short stories, while tenth and twelfth graders ranked literary devices and language as the most important aspects of poetry study. All students considered personal involvement of greatest importance in the informal study of literature. These response patterns place the Australian students closer to the American students than either the English or New Zealand students of prior studies. (RL)

ED 172 198 CS 204 838

Clement, Sherrie
Individuals or Types: A Character Analysis of Hans Christian Andersen's Fairy Tales.
Pub Date-Jun 78
Note-38p.; Research prepared at Brigham Young University
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Characterization, *Childrens Literature
Identifiers-*Andersen (Hans Christian), *Fairy Tales

In a literary analysis of selected Hans Christian Andersen fairy tales, the characters were divided into three main types: human beings; plants, animals, and inanimate objects; and imaginary creations. A comparison was then made between Andersen's characters and those in traditional fairy tales. The findings revealed that Andersen succeeded in his attempt to use the fairy tale as a literary art form by portraying characters with individual and unique personalities. (Author/FL)

ED 172 197 CS 204 841

Wicklund, James
Film: The Moving Image in Language Arts.
Illinois State Office of Education, Springfield.
Pub Date- 78
Note-36p.; Language Arts Monograph; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, English Instruction, Film Criticism, Film Production, *Films, *Film Study, *Language Arts, Literary Conventions, Literary Influences, Resource Guides, Teaching Techniques, *Visual Literacy

Following a discussion of the similarities and differences among the various communications media, the two main sections of this monograph describe ways to teach the skills of viewing and to study the moving image. The assumption is that television and film have unique characteristics that differentiate them from speech and books, requiring criteria for judgment and evaluation which often are distinct from criteria for spoken language and printed literature. The section on teaching the skills of viewing includes discussions of broadening awareness, understanding structures, understanding film techniques, active participation in viewing, appreciating historical perspectives, developing a critical sense, and developing good viewer attitudes. The section on studying the moving image addresses such ideas as film as language, film as literature, genre, thematic approaches, writing about film and television, and film as creative act and experience. Appendixes offer a selection of books for teaching film, a sample program for integrating film into the language arts program (with suggested film titles), and a list of film rental sources. (RL)

ED 172 198 CS 204 842

Halliday, Mina Gail, Ed. Potts, Norman B., Ed.
Theatre Arts as Part of the Language Arts Curriculum.
Illinois State Office of Education, Springfield.
Pub Date- 75
Note-62p.; Language Arts Monograph; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Clothing Design, Curriculum Design, Design Needs, *Drama, Elementary Secondary Education, *Language Arts, Lighting Design, Pantomime, Production Techniques, Stages, *Theater Arts

The contributors to this monograph have combined theatre arts theory and practice into brief suggestions for classroom teachers of language arts. The various sections cover the following areas: basic assumptions about teaching and studying theatre arts; pantomime, improvisation, and characterization; design and technology in theatre, including discussions, exercises, and projects for the design of scenery, lighting, and costumes for the stage; flat construction; stage props; stage makeup; play production; the history of the theatre; and a note about theatre organizations. The monograph also contains a curriculum design for a semester course in dramatic arts, a selected bibliography for theatre design and technology, and a list of workshops and festivals held in Illinois. (FL)

ED 172 199 CS 204 843

Conference on the Teaching of Technical Writing (Carbondale, Illinois, October 20-21, 1978).
Southern Illinois Univ., Carbondale.
Pub Date-Oct 78
Note-55p.
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, Composition (Literary), Higher Education, *School Industry Relationship, *Teaching Methods, *Technical Writing

The papers in this collection were presented at the second annual conference on the Teaching of Technical Writing at Southern Illinois University at Carbondale. Those from the general session, which are of a philosophical nature, discuss a flexible approach to teaching technical writing, the essentials of a technical writing course, how technical writing teachers can help students with learning disabilities, and technical writing as technical communication. Those from the workshop sessions consider either ways to teach technical writing or the interaction between industry, education, and technical writing. Papers concerned with teaching techniques discuss a studio'' method of instruction, the teaching of technical writing at community colleges, free writing for engineers, and engineering communication. Those on relations with industry discuss the variable meaning of technical writer'' and what qualities industry desires in a technical writer. A list of conference participants is appended. (RL)

ED 172 200 CS 204 844

Popham, Rae Jeane Zarem, Janet
Improving Basic Writing Skills.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-78
Note-55p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($3.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Composition (Literary), Data Collection, Evaluation Criteria, Higher Education, *Learning Activities, *Peer Evaluation, Secondary Education, Sequential Approach, *Student Evaluation, *Teaching Techniques, *Writing Exercises
Identifiers-*Composition Process

The classroom-tested ideas for teaching writing described in this booklet are based on the beliefs that writing is a teachable skill, that it is a process with constituent steps, and that students need evaluation at each stage of writing. Following an introduction that identifies eight steps in the writing process and discusses class organization, the booklet is divided into sections on prewriting, writing, and evaluation. Each section begins with an explanation of the writing principles involved and then describes specific exercises that provide practice based on those principles. The exercises in the prewriting section are designed to guide students through the first five steps of the writing process: gathering data, listing details, formulating a thesis statement, selecting details that support the thesis, and ordering the details coherently. The writing section offers ideas for helping students in the final three steps: writing the rough draft, writing the final draft, and revising. The last section, on evaluation, offers ideas for training students to evaluate their own and each other's essays. The appendix provides an illustrative syllabus, an excerpt from an illustrative class calendar, forms useful in three data gathering exercises, and an illustrative essay accompanied by completed peer critic checklists. (GT)

ED 172 201 CS 204 846

Friedman, Myron Fowler, Elaine

Assessing Elementary Students' Writing Skills. Publication No. 78.74.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Elementary Education, Elementary School Students, *Evaluation Methods, Measurement Instruments, *Program Evaluation, Student Development, *Student Evaluation, *Writing Skills

An instrument was developed for use in the evaluation of a pilot program to improve the writing skills of elementary school students in the Austin (Texas) Independent School District. Called the Assessment of Writing Skills'' (AWS), the instrument assesses writing maturity, productivity, and writing mechanics by collecting a holistic evaluation and such frequency counts as total words, percentage of words spelled correctly, total sentences, sentence length, total correct punctuations, percentage of correct punctuations, total correct capitalizations, paragraph usage, number of modifying words, and sentence usage. The AWS was used by three raters to evaluate 268 second through fifth grade students' descriptive writing samples during the fall (pretest) and spring (posttest) of the same academic year. A measure of interscorer/intrascorer reliability ensured that the essays were rated consistently. The data reveal that fourth graders had lower pretest scores than third graders on eight of 13 variables, a fact that might be explained by the corresponding shift from printing to cursive writing during that period. The results also suggest that the AWS meets criteria for the evaluation of instructional programs; the holistic scores of AWS can assess overall growth over time, while frequency counts can provide feedback regarding specific skill development and needs for instruction. (RL)

ED 172 202 CS 204 848

Hayes, John R. Flower, Linda S.
Writing as Problem Solving.
Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Decision Making, *Models, *Problem Solving, Research Criteria, *Research Methodology, Research Needs, *Thought Processes
Identifiers-*Composition Process

Two major factors have shaped writing research from the cognitive processing viewpoint. The first factor contains the strategic decisions about the course of such research, suggesting what is interesting and how best to proceed. The decisions made in regard to writing as a cognitive process have been to focus on the act of writing, to seek a process model of writing, to model individual writers, to work holistically (a top down'' approach), and to divide the writing task into parts for easier analysis. The second research-shaping factor is the necessity to attend to certain salient facts about the writing processes. These facts that nature has imposed on the writing researcher, and that result in part from the strategic decisions the researcher makes, include the following: Writing is goal directed. Writing processes are hierarchically organized. Some writing processes interrupt other processes. Writing processes can be organized recursively. Writing goals can be modified as writing proceeds. As yet, the model developed from the strategic decisions attends to all the salient facts, with the exception that no mechanism accounts for the modification of goals; so far, insufficient data have been collected to specify how such a mechanism works. (RL)

ED 172 203 CS 204 849

Furcron, Margaret
A Basic Writing Program in a Four-Year College.
Pub Date- 78
Note-29p.; Program prepared at Rutgers, The State University of New Jersey
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Composition (Literary), Course Content, *Curriculum Design, *Curriculum Development, Curriculum Planning, *Developmental Programs, Expository Writing, Higher Education, Individualized Instruction, *Remedial Programs, Writing Skills

The basic components of the basic writing program at Rutgers University, designed to prepare disadvantaged students for the core course in English, are a combination of reading and writing activities with as much individualized instruction as possible. The components include three courses, a learning center, and an annual workshop in the teaching of reading and writing in college. Two of the three courses comprise a year-long, two-credit sequence of modules on ``self'' that integrate reading and writing instruction to promote college level study skills. If students do not pass a placement exam for the regular English course after completing this sequence, they are referred to the third course, one semester of noncredit work in developmental reading and expository writing designed to help them pass the placement exam. The learning center provides individualized instruction for participants in these developmental courses and for other students who recognize the need to improve their reading, writing, and study skills. The annual workshop is a forum for the interchange of teaching ideas, the preparation of new teachers, and continuous staff development. Expectations are high for the continued success of this program and its services to the students. (The paper includes excerpts from one of the course syllabi and lists suggested teaching methods.) (RL)

ED 172 204 CS 204 850

Kluwin, Thomas N.

Cyclic Patterns of Interaction in the Discourse of English Teachers.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Patterns, *Classroom Communication, *Communication (Thought Transfer), *Discourse Analysis, English Instruction, Higher Education, *Interaction Process Analysis, *Teacher Behavior, *Teacher Education

The use of discourse analysis in examining the classroom language interactions between English teachers and their students builds on the basic concepts of language function and language sequence. The four language functions are eliciting, informing, directing, and boundary marking (marking the divisions of discourse units). The three language sequences are moves (the basic units of classroom language, including opening, answer, and followup), exchanges (related moves taken in turns), and transactions (strings of exchanges). Data that examine these functions and sequences were collected for 11 beginning English teachers by coding the audiotapes of three classes per teacher. The patterns observed in these tapes suggest that the training of English teachers should contain a middle ground between the behavioralist approach that argues for microscopic modifications of teaching behaviors (because they correlate with affective or cognitive outcomes) and a gestalt approach that advocates a generalized student attitude as the goal of a holistic approach to teaching. (RL)

ED 172 205 CS 204 851

Crabbe, John K., Ed. Crabbe, Katharyn F., Ed.

The English Record; Volume 30, Number 1, Winter 1979. Emphasis: Composition.

New York State English Council.

Pub Date-79

Note-29p.

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Creative Writing, Descriptive Writing, *English Curriculum, Essays, *Expository Writing, Fables, Higher Education, Secondary Education, *Student Attitudes, *Teaching Techniques, Writing Exercises

Reflecting the view that a single formula for revolutionizing the teaching of writing is unavailable, this publication of the New York State English Council presents a series of articles dealing with various topics in the teaching of composition in high school and college settings. Subjects discussed include the following: the use of fables in the composition classroom, assessing students' attitudes towards writing, a report on the Western New York Writing Project, new assumptions and procedures in evaluating student writing, the use of the mystery plot in freshman college composition, and the selection of fruitful writing topics. (DF)

ED 172 206 CS 204 852

Moreno, Carlos And Others

Puppets and the Theater. Technical Note No. 12.

Massachusetts Univ., Amherst. Center for International Education.; Ministerio de Educacion Publica, Quito (Ecuador).

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-76

Note-31p.

Available from-Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($1.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, Adult Education Programs, *Community Programs, *Creative Dramatics, Developing Nations, Folk Drama, Foreign Countries, Library Programs, *Literacy Education, *Nonformal Education, Outdoor Drama, *Puppetry, *Theater Arts

Identifiers-*Ecuador

This report examines a joint project of the University of Massachusetts and the Ecuador Ministry of Education which used puppet and campesino'' (folk) theater as a creative form for the presentation of numeracy and literacy programs and for introducing social consciousness concepts. It focuses on the use of the puppet theater in particular and includes specific guidelines for its presentation, including planning, community relations, and technical construction information. It discusses the 25 presentations that were given in 1974-1975 in different communities by the theater group using five types of theatrical expression: puppet theater, cabezones'' or huge heads, traditional campesino theater, social drama, and empirical theater in which the audience participates. It reports on the content of the plays, which was coordinated with the specific actual conditions of the sites where they were presented, representing situations in the life of the community. The report notes that the social-dramatic use of puppet theater was effective as a means of eliminating inhibitions and allowing the expression of artistic capacities in concrete form. It concludes with a description of a Bibliobus (library on wheels) program in Ecuador. (DF)

ED 172 207 CS 204 858

Tankard, James W., Jr. Harris, Murray

A Discriminant Analysis of Television Viewers and Nonviewers.

Pub Date-Aug 79

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-9, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors Adult Characteristics, Adults, Behavioral Science Research, Behavior Patterns, Discriminant Analysis, Individual Characteristics, *Life Style, *Television Research, *Television Viewing

Since statistics on television viewing and television ownership suggest that this medium is a pervasive and powerful influence on most people's lives, it is potentially informative to identify and study that relative handful of people who are not regularly exposed to television, identifying their defining characteristics. In contrast to previous studies, the present study attempts to characterize television nonveiwers by using multivariate analysis instead of two-way cross tabulations, and by including more predictor variables related to life style. A list of more than 200 variables was pared first to 43 and then to 11 by using discriminant analysis. The 11 variables succeeded in classifying television viewers and nonviewers correctly for 74.6% of the cases in one sample (from a national survey) and 66.4% of the cases in an entirely different sample two years later. The variables associate nonviewing with less satisfaction from family life, greater happiness in general, fewer children under age six in the household, greater participation in groups and organizations, more time spent in active military service, lower family income, stronger view of self as religious, greater numbers of teenagers in household, higher level of family income when person was 16, less frequent attendance at religious services, and more frequent socializing with friends outside the neighborhood. (RL)

ED 172 208 CS 204 859

Loux, Ann Kimble

Third Party Evaluation in a Cross Disciplinary Writing Program.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Expository Writing, *Grading, Higher Education, Inservice Teacher Education, *Interdisciplinary Approach, Minimum Competency Testing, *Student Evaluation

A group evaluation program of student papers was established within a cross-disciplinary undergraduate writing program. The program was designed to train students to write for a general audience rather than for one teacher, and was initiated within the context of an institution that required students to display objective writing competency in any one of several disciplines as a graduation requirement. The program sought to achieve these specific goals: agreement on competency standards among writing evaluators, separation of the evaluation of content from the evaluation of writing competency, and the extension of the audience for student papers. Institution-wide valid and reliable standards for competency were set, and faculty members were trained how and how not to teach writing. The following evaluation priorities emerged: strong emphasis should be placed on logic, coherence, development of ideas, and use of quotations; grammatical considerations should weigh less heavily than logic and coherence; structural, logical, and grammatical considerations are more significant than semantic or syntactical concerns; and no solution was found to the priority to be placed on poor writing. (DF)

ED 172 209 CS 204 860

Regnier, Paul J. F.
Discourse Analysis and Literary Study.
Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discourse Analysis, English Curriculum, Language Research, *Learning Processes, *Literary Analysis, *Literature

Although both literary study and discourse analysis examine texts and oral discourses, literary study tends to emphasize the totality of the text while discourse analysis seeks to isolate manageable elements and structures to validate hypotheses about mental processes. Interaction has recently occurred between the two disciplines in ``poetics,'' ``structuralism,'' and the study of ``story grammars.'' Discourse analysis can be useful in literary study, particularly in the analysis of literature's mostly unconscious ``codes,'' the aspect of literature studied by the new ``poetics.'' Discourse analysis delineates the structural elements and the relationships between them in various types of discourse. To judge the validity of a given discourse analysis theory, a discourse must be seen as a reaction to human experience, and analysis of discourse should be an attempt to explain the relationship between the discourse and the experience. The relationship is part of the continuum between actual world, experience, discourse, and analysis. As an application to the teaching of literature, a useful method might be one in which the teacher begins with showing the structure of ``simple stories'' and builds to more sophisticated texts, isolating elements to be taught. (DF)

Andrews, Deborah C.

Writing Workshops for Engineering and Business Faculty.

Pub Date-Apr 79
Note-7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Education, Composition (Literary), *Engineering Education, *Faculty Development, Higher Education, *Inservice Teacher Education, *Teacher Workshops, *Technical Writing, Writing Skills

A workshop for college engineering and business faculty in how to teach writing in their classrooms is one route to improving student writing skills. Any faculty development program needs strong administrative support. To overcome the problems both in condensing a knowledge of writing into a short session and in the objections of faculty to the added workload that assigning writing creates, the workshop leader should do the following: concentrate on defining conceptual difficulties in writing; convey the message in terms (especially visual terms) that match the audience's modes of perceptions; set a task to be accomplished in the workshop, such as the creation of a grading checklist; and convince participants that if their students write well, they will actually spend less time reading classwork. (Author/RL)

ED 172 211 CS 204 863

Ruszkiewicz, John J.
Doing What I Do: How New Teachers of Writing Compose.
Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, Graduate Students, Higher Education, *Teacher Education, *Teacher Improvement, *Teaching Assistants, *Writing Skills
Identifiers-*Composition Process

An informal survey of graduate student teaching assistants who were about to teach their first undergraduate composition course was undertaken by asking them what they planned to do with regard to teaching a number of concepts. Those questions were followed one week later by similar questions rephrased to ask what the novice teachers do themselves in the writing process. A relatively high correspondence existed between what they planned to do in the classroom and what they do on their own when they write. The results of the survey suggest a need to emphasize the importance of prewriting techniques and for better methods for dealing with vocabulary and sentence problems. The survey procedure seems to be a practical first step to integrating writing into the teacher training curriculum and to focusing the new teachers' attention on the nature of their work in the classroom. Such systematic self-analysis can reveal strengths to encourage confidence and can indicate gaps to be filled. (TJ)

ED 172 212 CS 204 864

Nold, Ellen W.

Revising: Toward a Theory.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Elementary Secondary Education, *English Instruction, *Research Problems, *Writing Skills

Identifiers-*Composition Process, *Revision (Written Composition)

Research that purports to judge communicative sophistication on the basis of the revising behaviors of students must control for at least three variables: the subjective difficulty of the task; the student's ability to generate alternate wordings, spellings, and the like; and the student's preferred strategies of composing. Revising is not a substrategy of writing in the same way as are planning, transcribing, and reviewing, but is a retranscribing after the already-existing text is reviewed and found wanting. The review takes place in terms of understood conventions of written language, intended effect, intended meaning, intended audience, and intended persona of the writer. Three false premises of some of the research on revision are as follows: revision is a one-time process that occurs at the end of the writing session, difficulty of task makes no difference in the appearance of revising behaviors, and evidence from the text comprises the only data needed in analyzing behaviors. The study of revising is complex because in revising the writer uses the products of all the subprocesses of writing in a complex pattern-matching operation. (TJ)

ED 172 213 CS 204 865

Harwood, John

Standard English, Social Mobility, and the Ideology of Merit.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Factors, Educational Philosophy, English Instruction, *Inequalities, *Language Attitudes, *Lower Class Students, Low Income Groups, *Middle Class Culture, Minority Groups, Social Differences, *Social Mobility, Standardized Tests, *Standard Spoken Usage

Identifiers-Back to Basics

The system of education in the United States mirrors, creates, and legitimates inequalities of the larger society that supports it. Legally required schooling ranks, sorts, and prepares children for the ``real world,'' and contributes to social maintenance rather than to social change by stressing the ``correctness'' of some features of English and by rigidly stigmatizing other features prominent in the language of lower-class children. The ``back to basics'' movement fosters the illusion of merit and sustains competition as an avenue to upward mobility by concentrating public attention on the basics most easily measured by standardized tests. English teachers concerned about social justice, education, and their own integrity might use the following suggestions in dealing with the situation: learn how standard languages have arisen, been exploited, and how they relate to other dialects; learn how much of standard English is truly useful and how much is merely stylistic or even dysfunctional; oppose standardized testing; examine the ideologies of merit, competition, and upward mobility; and seek to raise the social and political consciousness of students and to heighten their rhetorical awareness of the ways language is used either to liberate or to oppress. (DF)

ED 172 214 CS 204 866

Penfield, Elizabeth F.

Proficiency Testing within the Basic Writing Course: Developing a Faculty Consensus on Standards.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, College Freshmen, Compensatory Education, *Composition (Literary), Disadvantaged Youth, *Equivalency Tests, Higher Education, *Performance Based Education, *Program Development, *Remedial Programs, Student Ability, *Writing Skills

A proficiency test became the exit requirement for the noncredit, basic English course at the University of New Orleans because the program was not working well. There were inconsistencies in grading, and students who managed to pass the course later foundered in the credit courses. Obviously, the teachers needed to cooperate to raise the goals of the course, to establish common grading standards, and to test each student's ability to write Edited American English, concentrating on student mastery of the basic sentence. The proficiency test that was constructed is a hybrid of an empirically based error count and a broad analytic scale. The error count is based on the number and type of errors that teachers will tolerate, and the analytic scale is a measure of coherency and organization. Perhaps as important as the actual test construction is the fact that the staff reached a consensus on standards, then worked to help students meet those standards. Although the standards were higher than before, more students were now passing them. The system of checks and balances to insure that the test is a true measure of student ability has had the added effect of getting both students and teachers involved in a common goal to master the test. (RL)

ED 172 215 CS 204 867

Intersegmental Committee on Writing Skills: Position Paper No. 1
California State Postsecondary Education Commission, Sacramento.
Pub Date-11 Feb 79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, *College Freshmen, *Composition (Literary), Educational Problems, Financial Support, Higher Education, *Minimum Competency Testing, Remedial Programs, Secondary Education, *State Standards, Student Evaluation, *Student Placement, Testing Programs, *Writing Skills

The result of both discussions and individual papers by members of the Intersegmental Committee on Writing Skills of the California Postsecondary Education Commission, this position paper proposes a possible, intersegmental solution to the problem of the inadequacy of student writing skills. After presenting background information on the problem, the paper states its position that it is both desirable and possible to establish a statewide minimum standard for college level writing, which should be used as a prerequisite to freshman composition courses and presents its rationale for this position. It then proposes possible solutions to three problems involved in establishing such a standard: setting an agreed-upon standard of writing proficiency, designing or selecting an examination for measuring student performance against the standard, and securing agreement about how and when to administer the examination. It concludes by discussing state responsibility for financing remedial programs for students who fail to meet the standard. Three statements outlining writing proficiency skills desirable for college entrants are attached. (GT)

ED 172 216 CS 204 868

DeRoche, Edward F.
NIE Research: In Education [illegible] Significant Differences Count.''
Pub Date-May 79
Note-19p.; Paper presented at the Conference for Newspaper in Education Program Development (Boston, Massachusetts, May 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Current Events, Daily Living Skills, *Educational Research, Elementary Secondary Education, Knowledge Level, Mass Media, News Media, *Newspapers, *Reading Improvement, *Reading Research, *Teaching Methods

The effects of using newspapers as adjunct materials in education have been documented in recent research. Research results indicate that students are seriously deficient in civic knowledge, and that the newspaper can serve as a bridge between home, school, and community by educating youth about the real world and by influencing their knowledge of current affairs and governmental functions and their daily reading habits and attitudes. Newspapers are useful in involving parents in the education of their children, in improving communication within the family, and in minimizing summer educational losses. Newspaper use in elementary and secondary classes encourages educational gains in such areas as current events knowledge, reading ability and comprehension, communication skills, and daily living skills. (DF)

Freedman, Sarah Warshauer
A Comparative Evaluation of Student and Professional Prose.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Authors, *College Students, Comparative Analysis, *Composition (Literary), Educational Research, *Evaluation Criteria, Higher Education, Language Usage, *Literary Styles, *Student Evaluation

The hypothesis that professional writers would be judged superior to college students on both holistic and analytic evaluations was only partially confirmed when four teacher-evaluators rated the anonymously submitted compositions of 64 college students and 5 professional writers. On the holistic scale the professionals did not distinguish themselves, although they were rated more highly than the average student (2.65 versus 2.25 on a four-point scale). The professionals did score significantly higher on the analytic scale than the students. Whereas the students received the three highest scores on the holistic scale, the professionals received the three highest scores on the analytic scale. Similarly, the college students usually received the same score regardless of the scale used, while the professionals received consistently higher analytic ratings. The main difference between the two groups' writing styles seemed to be "register," in that students did school writing for a grade by the teacher, and the professionals were not concerned about grades and wrote in a world writing register, aiming at a diverse audience. For this reason, the results suggest that the register of school writing needs to be examined critically and modified by the teaching profession to make it less distinct from world writing, which is the true goal of communication. (RL)

ED 172 218 CS 204 671

DeWine, Sue

Student Journals in the Communication Classroom: A Reassessment through Grounded Theory Development.

Pub Date-Aug 78

Note-34p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Educational Research, Educational Theories, Evaluation Methods, Higher Education, *Interpersonal Competence, *Self Concept, Self Concept Tests, *Student Attitudes, Teaching Methods

Identifiers-*Student Journals

College students in three interpersonal communication classes, all taught by the same instructor, participated in a study designed to develop a grounded theory of the effects of journal keeping on communication effectiveness perceptions. Two classes, comprised of a total of 58 students, were required to maintain semistructured student journals for the entire semester, while one class, comprised of 28 students, did not keep journals but completed term papers instead. The activities of all three classes were essentially the same except for the student journal/term paper variable. During the first and last weeks of class all students completed "Self-Discovery through Self-Analysis" exercises. Analysis of their responses indicated that the journal keeping group increased significantly over the nonjournal keeping group in positive self-assessment of communication behavior, feasibility of solutions to communication problems, and objective and realistic assessment of communication patterns. An analysis of three journals representing a cross-section of the journal keeping classes suggested that as self-disclosure increased self-assessment became more negative, and that as subjects became more realistic about their own communication behaviors they also became more realistic about the behaviors of others. (Tables of data and forms used in evaluating the self-analysis exercises and student journals are included.) (GT)

ED 172 218 CS 204 872

Fackler, Paul M. Christians, Clifford G.

John Milton's Place in Journalism History: Champion or Turncoat?

Pub Date-Aug 79

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-9, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Censorship, Civil Rights, *European History, *Freedom of Speech, Intellectual History, *Journalism, News Media

Identifiers-*Milton (John)

Historians of journalism cite John Milton's speech ``Areopagitica'' as the first major English-language document to articulate the ideas of free speech and freedom of the press. Milton's reputation as spokesman for freedom to publish is sullied, however, by his having served as Cromwell's press licenser. Historians of journalism have attacked Milton's ``censorship'' as evidence of contradiction and compromise of his ideals. An examination of the nature of his responsibility as licenser within his social, political, and personal situation leads to a different conclusion, however: that his commitment to the ideal of just and virtuous government gave him warrant for direct involvement in the political life of the Commonwealth, and that in his role as licenser, he merely played the role of senior editor rather than authoritarian censor, and contributed little aside from his bureaucratic imprimatur. (DF)

ED 172 220 CS 204 873

Weick, Paula M.

Adult Portrayal in Novels for Teen-Age Girls.

Pub Date-Aug 77
Note-55p.; Research prepared at Brigham Young University
Pub Type-Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescent Literature, *Adults, *Changing Attitudes, *Characterization, Literary Criticism, *Novels, Parents, Secondary Education, Trend Analysis

The adult characterizations in seven novels written for teen-age girls four published in 1950 and three published in the late 1960s were evaluated on the basis of four criteria: consistency, evident motivation, plausibility, and scope of activity. The evaluations were then compared to determine if a change could be detected from the earlier to the later period. It was determined that all seven novels depicted consistency in adult characters, and that all but one portrayed the motivation of the adult characters. However, the characters in four of the seven books (three from 1950 and one from 1967) were represented as implausibly tolerant, generous, and good-natured; and in one of the later books the adults were portrayed as implausibly bad. The adults in the earlier books also had a strong stereotypic tendency. The scope of the adult activities was generally very narrow: the professions of the men often were barely mentioned, none of the mothers worked outside the home, and only one mother belonged to a women's organization. A comparison of the books suggests that the later characterizations were generally no more realistic than the earlier ones, although there had been a shift toward acknowledging (and, in one case, overemphasizing) the faults of adult characters. (GT)

ED 172 221 CS 204 874

Gershuny, H. Lee
The Doublespeak of Sexism.
Pub Date-Dec 78
Note-20p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York, New York, December 27-30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Females, Language Attitudes, Language Styles, *Language Usage, Males, Nonverbal Communication, *Semantics, Sex Differences, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Socialization, Speech Communication, Syntax

The depth and pervasiveness of linguistic symbols of sexual identity, difference, and hierarchy are discussed in this paper. After noting that the language of sexism begins at birth and is recognized and used by preschool children, the paper points to patterns of linguistic sexism in the semantics and syntax of the English language, in written and spoken language about women and men, and in women's and men's use of verbal and nonverbal aspects of language. Among the topics dealt with are the following: the way female-associated language is defined not only by men but in terms of women's sexual relationship with men; frequent descriptions of nature and the land in images and metaphors of female sexuality and submission; the linguistic invisibility and pejoration of the female as reflected in the use [illegible] ``so-called generics'' and the adding of female markers (poet``ess'') to distinguish women's achievement as deviant from the male norm; the way the English language teaches a prescriptive sociopolitical grammar that perpetuates the symbol systems of patriarchy; and differences in women's and men's language that reflect expectations of male dominance and female submission. The paper concludes by noting the penalties and risks encountered by those who attempt to change the restricted codes of thinking, speaking, and behaving. (GT)

ED 172 222 CS 204 875

Fisher, Dexter, Ed. Stepto, Robert B., Ed.
Afro-American Literature: The Reconstruction of Instruction.
Modern Language Association of America, New York, N.Y.
Pub Date-79
Note-256p.
Available from-Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011 ($8.00 paper)
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Black Literature, *Course Content, *Course Organization, Curriculum Development, Figurative Language, Higher Education, *Literary Analysis, *Literary Conventions, *Literary History
Identifiers-*Douglass (Frederick)

Based on the proceedings of a two-week seminar about Afro-American literature, this book is designed as a carefully orchestrated presentation of the central ideas that sparked the meetings and made them significant. The essays are arranged in sections that discuss Afro-American literary history, black figurative language, Afro-American literature and folklore, Frederick Douglass' 1845 narrative, and suggested Afro-American literature course designs. An appendix lists the required readings upon which the seminar was based. (RL)

ED 172 223 CS 204 876

Harris, Muriel

The Tutor as Coach, Commentator, and Counselor.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Higher Education, *Individual Instruction, *Teaching Methods, *Teaching Procedures, *Tutoring, *Tutors

While tutoring on a one-to-one basis is not in and of itself a magic way to teach, it can realize many potential benefits. The tutor must learn to operate effectively in at least three roles: as coach, as commentator, and as counselor. As a coach, a tutor is a trainer, an encouraging helper who tells learners what they need to know in order to become more skilled. Also, the tutor as coach remains on the sidelines diagnosing what is not working effectively, what is going wrong, and how to improve, while not doing the work for the learner. The tutor/coach needs two sets of strategies: strategies for helping students learn what they could not learn from the textbooks and strategies for remaining silent at times. As a commentator, the tutor evaluates the whole situation and gives a larger perspective to the student. As a counselor, the tutor must consider the student as a whole person, offer advice, be aware of outside interference that may be hindering the learning process, search for ways to establish a successful working relationship, start at the learners' stage of development, and look for clues as to sources of error beyond the surface manifestation of what is on the page. (TJ)

ED 172 224 CS 204 877

Rodman, Lilita
Strategies for Removing Ambiguity in Technical Writing.
Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ambiguity, Communication Skills, *Editing, *Grammar, Higher Education, *Sentence Structure, Syntax, *Technical Writing, *Writing Skills

Maintaining that two kinds of ambiguity ambiguous prepositional phrases and ambiguous modification of conjoined elements account for a large number of ambiguous sentences in technical writing, this paper presents an algebraic analysis of each kind of ambiguity. It then suggests a number of ways in which each ambiguity may be unclear. By using this kind of analysis, the paper offers ways for a writer to clarify ambiguities and offers rules for the use of the technical writer who discovers such ambiguities while proofreading. (TJ)

ED 172 225 CS 204 878

Gebhardt, Richard, Ed.

English Language Arts Bulletin; Volume 20, Number 1, Spring 1979. Career Education and Language Arts.

Ohio Council of English Language Arts.
Pub Date-79
Note-41p.; The Ohio Council of Teachers of English Language Arts is an affiliate of the National Council of Teachers of English ; Best copy available
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business Communication, *Business English, *Career Education, Career Planning, *Composition (Literary), *English Instruction, Grammar, Higher Education, Literature Appreciation, Secondary Education, *Teaching Techniques, Technical Writing, Textbooks

The nine articles in this publication examine the integration of career education with English instruction and suggest techniques for teaching literature and composition. The following topics are discussed: steps by which an English teacher can guide students toward pursuing career choices while instructing them in English skills; a college course which employed professional arts critics as guest lecturers and which was designed to teach writing students to produce writing worthy of publication; career alternatives for college English majors; techniques used in teaching a business- and preprofessionally-oriented college level expository writing course; procedure writing in the composition class; the way the liberal arts values of the English field relate to the pragmatic values of vocational education; the use of lines from currently popular songs to teach grammar and sentence structure; activities used in a secondary level college-preparatory course on the American novel; and a college composition text, "The Writer's Options: College Sentence Combining," by Donald Daiker, Andrew Kerek, and Max Morenberg. (GT)

ED 172 226 CS 204 879

Crowley, Sharon, Ed.

Arizona English Bulletin; Volume 20, Number 3, April 1978. Speech and Drama in the English Class.

Arizona English Teachers Association, Tempe.
Pub Date-Apr 78
Note-94p.; The Arizona English Teachers Association is an affiliate of the National Council of Teachers of English; Not available in hard copy due to marginal legibility of original document
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 46341, $3.50 member, $4.00 non-member)
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Discussion (Teaching Technique), *Drama, *English Instruction, Group Instruction, Interpretive Reading, Learning Activities, Literature Appreciation, Role Playing, Secondary Education, *Speaking Activities, *Speech Instruction, *Teaching Techniques

The 23 articles in this collection suggest practical speech and drama activities for the English classroom. Among the topics discussed are the following: classroom discussion as theatre, using groups for more effective teaching, role playing activities that teach language concepts, improvisation as an instructional method, an oral approach to literature, improving writing through the use of small peer-group discussions, incorporating speech and drama into the English program, pantomime and improvisation as creative dramatics, small group disucssion in the English classroom, transforming ``The Scarlet Letter'' into a radio play, the oral reading approach in the English survey course, establishing an appropriate climate for role playing, using elements of transactional analysis in speech and drama, establishing a sexual values week, using the overhead projector as a dramatic tool, having students research and give oral reports on individual family histories, teaching speech skills to ninth grade students, and producing adaptations of ``Macbeth'' with eleventh grade students. (GT)

ED 172 227 CS 204 880

Gensler, Kinereth Nyhart, Nina

The Poetry Connection: An Anthology of Contemporary Poems with Ideas to Stimulate Children's Writing.

Pub Date-78
Note-216p.
Available from-Teachers & Writers, 84 Fifth Avenue, New York, New York 10011 ($4.00 paper)
Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Children, Composition (Literary), *Creative Writing, Elementary Education, *English Instruction, Literary Conventions, *Poetry, Student Writing Models, Teaching Techniques

This book contains a collection of "model" poems by adults and by children and ways to use the poems in children's poetry writing workshops and activities. After an introduction to the text and its subject matter, several chapters discuss ways to write poems, focusing on acrostics, the sound or shape of a poem, poems from memories or dreams, persona poems, longer poems for older students, and other approaches. As part of each chapter, a list of poems from the anthology section suggests specific works that children can examine in preparation for their own writing. The anthology section of the book is divided into poems by adults and poems by children. Three indexes list the adult poems by author and title, the children's poems by grades, and all the poems by subject. (RL)

ED 172 228 CS 204 881

Judy, Stephen N. Judy, Susan J.

The English Teacher's Handbook: Ideas and Resources for Teaching English.

Pub Date-79

Note-376p.

Available from-Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($8.95 paper)

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Composition (Literary), *Course Organization, Curriculum Planning, *Educational Resources, *English Instruction, Group Discussion, Language Instruction, *Literature Appreciation, Multimedia Instruction, Secondary Education, *Teaching Techniques

This handbook for high school English teachers includes sections on curriculum planning and course design, ideas for teaching English, and resources for teaching English. The topics in curriculum planning include course planning and design, individualizing, teacher-constructed materials, grading alternatives, aims and priorities, and accountability. Ideas for teaching include practical suggestions divided under the following subheadings: literature and reading, teaching composition, language study, and multimedia English. Among the many suggestions are the following: invite outside speakers, create a facsimile newspaper, compare the handling of a novel by other media, individualize reading assignments, read a novel aloud over a period of a few weeks, use music and movement while reading, use puppets, and encourage students to write to pen pals. The final section of the book provides names and addresses of magazines and journals, professional organizations, publishers of professional and instructional materials, government resources, contests, and free resources that might be of interest to English teachers. (TJ)

ED 172 229 CS 204 882

Scholl, Peter A.

Generic ``Man'': Sexist Language or Acceptable Usage?

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Language Attitudes, Language Research, *Language Usage, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Speech Communication, Standard Spoken Usage

Although alleged sexist implications surrounding the generic use of the term ``man'' have led many to advocate the elimination of the term from usage, it cannot be concluded that the use of the term as generic is always sexist. A review of the studies dealing with the use of the term shows that it has not been empirically established that the word ``man'' is responsible for causing people to think ``male.'' Problems associated with this word stem primarily from its misuse in context rather than from any inherent sexism in the word itself. Lingering sexist associations which have accumulated around the proper generic use of the term can best be eliminated by a policy that insists on careful, discreet, and precise use of the term. Its usage should be permitted in contexts in which speakers use the word or its compounds in passages that make explicit the fact that the term refers to males and females generically. If the word can be said to function generically in some contexts when used properly, there is no need for neologisms to replace the word nor for seeking alternatives. (DF)

Dittmer, Allan E.
Assault with a Deadly Mandate: The Minimum Competency Movement.
Pub Date-Mar 78
Note-18p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Basic Skills, *Educational Accountability, Educational Assessment, *Educational Problems, Evaluation Methods, *Minimum Competency Testing, Performance Based Education, Secondary Education, State Standards, *Student Certification, Teaching Methods, Testing Programs
Identifiers-Back to Basics

The minimum competency movement's rationale can be reduced to four problem-laden propositions: the state through its schools owes every child an education; a high school graduate should be at least minimally competent; schools should be held accountable for seeing to it that every child meets this standard; and to assure this, every child must be tested. The movement has paid insufficient attention to such problems as the possibility that all students from one racial, ethnic, or social class might fail; the possibility that too many students will fail; the difficulty of the schools in specifying what they will guarantee that each student will learn; the possibility that tests will have to be made so elementary that nearly all will pass; and the possibility that some students will drop out to avoid testing while some will pass and still be judged incompetent by employers. In addition, the problem of dealing with resistance by teachers, students, and parents has been ignored. Minimal competency testing is regressive and deadeningly dull, distracting students from confronting important issues. Special problems surrounding the underlying testing include the following: the grammar" of tests as a medium, regardless of content or purpose, determines the quality of the test and its effects on people; tests rely heavily on math and statistics, putatively exact and immune from criticism; and tests are inadequate and inaccurate as means of predicting success. (DF)

ED 172 231 CS 204 885

Dinan, John S.
The Classroom as Playground.
Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Teaching Techniques, *Writing Skills

Students tend to think of writing as reporting the topography of their minds and souls guided by the assumptions that reality is "out there," that reality is relatively unproblematical, that the concepts they use are common to everyone and are therefore self-evident, and that they should and can abstract themselves from the processes of the worlds they write about. The teacher wants the students to conceive of a writer as a process within a process engaging in a process. A metaphor that helps define the role a teacher can play to achieve that is Teacher-as-Artist who deliberately creates disorder by disorienting the audience. However, teaching within that metaphor is likely to create considerable anxiety among students. This anxiety can be reduced by making the classroom into a playground where students can rehearse failure in a protected situation. Some techniques to help create this atmosphere include using group work as much as possible, stopping the use of syllabi, digressing a great deal, avoiding the assignment of one-shot papers, reading student journals and asking questions that lead to another entry, and assigning papers that grow out of each other. (TJ)

ED 172 232 CS 204 886

Scott, Kathryn P.

Language and Gender: Stereotypes Revisited.

Pub Date Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communicative Competence (Languages), *Females, *Language Attitudes, *Language Research, *Language Styles, *Males, *Sex Stereotypes, Speech Habits
Identifiers-*Communication Research

Two studies were undertaken to determine first whether language characteristics attributed to females are more socially desirable than those attributed to males and second whether a double standard exists such that language traits seen as socially desirable for adults in general are viewed as negative when assigned to either females or males. For the first study, 94 college students were asked to rate qualities of speech that are stereotypic of male or female speech as being more or less socially desirable. It was found that traits more often assigned to women's language are rated more socially desirable than those associated with men's language. In the second study, 96 different college students were assigned to one of three treatment groups. The first group was asked to evaluate 36 stereotypic characteristics as if they were the behavior of a mature, competent adult woman. For the second group, ``man'' was substituted for ``woman'' in the directions; for the third group, ``person'' was used. The results showed that characteristics of competent females were more like those of competent adults than were those for competent males. (TJ)

ED 172 233 CS 204 887

Schultze, Quentin J.

The Emergence of Ethics and Professionalism in the Early Advertising Business.

Pub Date-Aug 79

Note-30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-9, 1979)

Pub Type Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ethics, *Professional Associations, *Professional Recognition, *Standards

Identifiers-*Advertising, Professionalism

In the pre-World War I era advertising practitioners attempted to make their craft a profession. Generally agreeing that the creation of ethical codes was the most important step toward professionalism, practitioners organized the Associated Advertising Clubs of America (AACA). Early journal articles and AACA proceedings indicate that practitioners were motivated by social status and economic self-interest in their quest for professionalism. The development of advertising ethics was tied to interconnected political, economic, and cultural motivations. Practitioners formed political groups to influence other political groups and various government bodies, and created economic groups to protect and solidify their financial relationships with clients and publishers. Practitioners thus hoped that professional ethics would enhance their collective power and improve their potential for gain and social respectability. (Author/DF)

ED 172 234 CS 204 888

Croft, Cedric

Spelling Achievement: Weighing the Research. Set 78, Number Two, Item 15.

New Zealand Council for Educational Research, Wellington.
Pub Date-78
Note-7p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Achievement Rating, Educational Research, Elementary Secondary Education, *Research Methodology, Research Problems, *Research Utilization, *Spelling, *Spelling Instruction
Identifiers-New Zealand

Five research studies dealing with spelling achievement in New Zealand schools have been conducted; these include dictated-word spelling tests, written language studies, and achievement data collections of 20,000 students. Several conclusions emerge from an examination of this research: spelling achievement studies should be based on samples of written language, should concentrate on in-depth analysis of written language samples, should test extensively, and should employ appropriate statistical techniques rather than simply using mean scores and percentages; tests should sample broadly among pupils and words; and tests should refrain from using studies not originally designed to investigate changing levels of performance to support a thesis of changing levels. It appears that factors outside the school have much to do with spelling achievement, although little has been done to validate current teaching approaches. The apparent test score declines could be explained by changed teaching emphases as well as by problems with research methodology. Data is lacking to make reliable generalizations about changing levels of achievement over time. (DF)

ED 172 235 CS 204 890

Alberta Language Arts (Reading and Writing) Achievement Study. Executive Summary.

Canadian Inst. for Research, Calgary (Alberta).
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Mar 79
Note-29p.; Study conducted for The Minister's Advisory Committee on Student Achievement (MACOSA)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Language Arts, *Reading Achievement, Reading Comprehension, *Reading Programs, *Reading Research, *Writing Skills
Identifiers-Alberta

To determine specific objectives for language arts programs in Alberta schools, a study was conducted in which a comprehensive list of specific objectives was compiled for use in developing tests of reading and writing in grades three, six, nine, and twelve. Measurable objectives were ranked in terms of their importance to the total program, and tests were developed and administered to 5,394 (reading) and 5,377 (writing) students in a random sample of 284 schools. Results indicated that student performance on the reading items was generally satisfactory, particularly phonics in grade three. Students improved or maintained reading skills in the following areas: progressing through suffixes to obtain word meanings in grade six; identifying directly stated details on maps and charts in grade nine; and identifying implied elements of a passage in grades three, six, and nine. Student writing performance was as follows: poor in all four grades in short answer tests, but better in longer assignments; good in limiting content to the topic and writing legibly; and better in using their own langauge in writing than in finding errors in or manipulating a structured assignment. Writing performance was generally satisfactory, although only 74% of grade twelve students wrote at or above functional level. (DF)

ED 172 236 CS 204 894

Washburn, William V.

Responding to a Literary Work of Art.

Pub Date- 78

Note-29p.; Research prepared at the University of Calgary ; Photographs may reproduce poorly

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, Ethnography, *Literature, Reading Materials, *Reading Processes, Reading Research, *Response Mode, Secondary Education, *Student Reaction, *Thought Processes

Identifiers-*Reader Response

A study was conducted to examine three fundamental aspects of the process of responding to a literary work of art: the nature of the reader's response to literature, the processes of response to literature, and the relationship of a reader's personal construct system to the way in which the reader responds to a literary work of art. The subjects were four grade 12 readers, two male and two female, who were selected on the basis of above-average reading skills, grades, and ability. After a test was administered to determine their personal construct systems, each reader was shown a videotaped display demonstrating introspective, verbalized responses during reading. Each student then read four short stories while commenting on their reactions and while having physiological reactions videotaped. Reactions were also recorded of each student responding to previous tapes. Results indicated the following: students construed literary works in terms of their own past personal interactions with the world; the style of a literary work inhibited readers if it was unfamiliar; images were consciously seen and reported when the style of the literary work was not inhibiting; and in the process of responding to literature, cognitive and affective elements were operating. (DF)

ED 172 237 CS 204 896

Gorrell, Donna K.

Controlled Composition: Sentence Manipulations for Basic Writing Students.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assignments, *Composition (Literary), Higher Education, *Remedial Instruction, *Sentence Combining, Student Improvement, Syntax, Teaching Techniques, *Writing Exercises, Writing Skills

Identifiers-*Controlled Composition

Controlled composition a method closely related to sentence combining can be beneficial for college students whose writing is characterized by frequent errors and lack of fluency. Controlled composition consists of copying short, competently written compositions exactly except for certain stipulated changes. The assignments, which progress in complexity, require students first to make exact copies of the compositions, then to make such changes as rewriting plural constructions in the singular, present tense constructions in the past tense, and active voice passages in the passive; and finally to combine sentences through coordination or subordination. Instead of terminology and rules, models for the new sentences are provided as guides; errors are corrected by students, with teacher help as necessary, until the compositions are error-free. Similarities between controlled composition and sentence combining include their use of prewritten compositions or sentences, their assumption of students' underlying knowledge of grammar, their use of a minimum of technical terminology, and their tendency to lead to error reduction, improved writing, and improved student attitudes toward writing. Controlled composition can serve as an introduction to sentence combining for basic writing students, who are frequently confused by sentence combining and create error-prone free sentence combinations. (CI)

ED 172 238 CS 204 898

Beasley, Maurine

Mary Abigail Dodge: Journalist & Anti-Feminist.

Pub Date-Aug 79
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-9, 1979)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Females, *Feminism, *Journalism, News Reporting, *United States History
Identifiers-*Dodge (Mary Abigail)

Mary Abigail Dodge, a Washington, D.C., correspondent before and after the United States Civil War, was one of the most acclaimed women journalists of the nineteenth century. Unknown today, Dodge wrote on politics, religion, and contemporary issues for newspapers and magazines and commented prolifically on the role of women in society. After feminist leanings as a young woman, she became increasingly conservative as she grew older. Her most celebrated articles appeared in the New York Tribune'' in 1877 and 1878 and attacked the efforts at civil service reform attempted under the administration of President Rutherford B. Hayes. Throughout her 40-year career, Dodge insisted on writing under the pseudonym, Gail Hamilton.'' Dividing her life into two totally different spheres, she remained Abby'' to her family and refused to acknowledge in public that she was also Gail,'' the famous literary figure. Well-known as a brilliant and witty conversationalist, she had wide-ranging contacts in literary and political circles. Her career illustrates that an able woman could carve a place for herself in Victorian journalism, but it also illuminates the self-doubts and insecurities of a woman trying to function in a man's occupation. (Author)

ED 172 230 CS 204 899

Lindemann, Erika

Evaluating Writing Programs: What an Outside Evaluator Looks For.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, *Evaluators, Higher Education, *Program Evaluation, *Program Improvement

Outside evaluators of a writing program can assess the program's effectiveness, can support the work in a program that has become visible and subject to criticism, are easier to listen to than local faculty members, and can help clarify and resolve conflicting notions members of the department may have about the program's reason for being. First, evaluators are likely to look at curriculum, teacher training, program administration, and support services administered outside the department. Second, evaluators may suggest improvements in the program, addressing problems that were mentioned before the visit or that came up consistently during the evaluation. Third, evaluators may comment on controversies not taking sides but helping the discussion to go on constructively. (A guide for planning an evaluation visit is included.) (TJ)

ED 172 240 CS 204 900

Mangieri, John N. Arthur, Sharon V.

Listen to Television.

Pub Date- 78

Note-7p.; Study prepared at the University of South Carolina

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, Elementary Education, *Listening Skills, *Teaching Techniques, *Television, *Vocabulary Skills

Three randomly selected third grade classes participated in a study to discover the value of guided television watching on listening skills. The first class was a control group and received no special instruction or treatment, the second class received daily listening lessons, and the third group watched television guided by the use of teacher questions asked ahead of time to arouse the children's interest. A pretest and posttest on listening were given each of the groups. The pretest scores showed little difference among the groups. On the posttests, the group exposed to guided television watching scored higher than did the other two groups on both the vocabulary test and the posttest paragraph. The group that had been taught listening skills had the second highest scores. (TJ)

ED 172 241 CS 204 902

Duck, Virginia A.
The Bridges of Adolescent Literature.
Pub Date-Mar 79
Note-8p.; Paper presented at the 17th Annual Meeting of the Conference on English Education and the 7th Annual Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescent Literature, *English Instruction, *Literature Appreciation, Reading Habits, *Reading Interests, Secondary Education

Adolescent literature should deal with the problems of adolescents, should provide them with pleasure, and should say something to them. The adolescent novel is a bridge through a difficult age, a bridge from literature for children to literature for adults, and a bridge to major literary works. Adolescent novels can also be used to approach a study of literary techniques. (A number of adolescent novels are recommended, as are more mature novels of special interest to adolescents.) (TJ)

ED 172 242 CS 204 903

Gonzalez, LaVerne
Freire, Dialog, and Composition.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Philosophy, *Learning Processes, Literacy Education, Reading Instruction, *Student Attitudes, *Student Participation, *Student Teacher Relationship
Identifiers-*Freire (Paulo)

Brazilian educator Paulo Freire was largely responsible for the education of the masses of illiterates in his country. Freire operated on the assumption that people have a problem-solving orientation to the world. Rejecting the predominant mode of education in which the educator imparts reality to passive students, Freire held that education "must begin with the solution of the teacher-student contradiction," a view that would place both parties in a mutual learning relationship. Vital to this is "dialog," an interpersonal encounter in which people jointly categorize the world. Recommendations for literacy education and the teaching of composition based on Freire's philosophy include the following: change teacher attitudes; design the course after consulting with students as to their backgrounds and interests; use thematics that are generated by the group; establish the importance of the process of students' categorizations; view writing as problem solving; encourage student involvement rather than lecturing; encourage students' critiques at every level; and enable students to find regional, national, and world implications in their immediate personal experience. (DF)

ED 172 243 CS 204 904

Couch, Ruth

Valid Philosophies of Composition.

Pub Date-Oct 78
Note-16p.; Paper presented at the Annual Meeting of the Southwest Regional Conference on English in the Two-Year College (Denver, Colorado, October 5-7, 1978)
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Composition (Literary), *Educationally Disadvantaged, Educational Philosophy, English Education, Higher Education, Junior Colleges, *Language Usage, *Nontraditional Students, Open Enrollment, Standard Spoken Usage, Student Evaluation

Nontraditional students in the community college can profit from their composition courses if these courses give them the chance to discover what words can do and to use that discovery to best serve their own interests and ambitions. To serve these aims, composition courses should be based on the following assumptions: students are to be accepted as they are, not as teachers might wish that they were, the cultural heritage of students is to be appreciated while at the same time they are to be equipped with the standard English that will admit many of them to the jobs they want; students and their work are to be approached in a positive, identity-affirming manner; and students are to be given guided practice in writing prose, supplemented by a therapeutic review of grammar and mechanics. Teachers should also recognize that changes in language can bring about changes in life by clarifying students' knowledge and by increasing their confidence in their ability to systematize information and experiences. (DF)

ED 172 244 CS 204 905

Taylor, Thomasine And Others

Relationship between Oral English Language Proficiency and Social Acceptance, and Scholastic Achievement among Mexican-American and Anglo-American Fifth Grade Children.

Pub Date-Aug 75

Note-18p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (13th, San Antonio, Texas, February 2-4, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cultural Factors, Elementary Education, English Instruction, *Ethnicity, Grade 5, *Language Proficiency, *Language Research, *Mexican Americans, *Peer Acceptance, Verbal Ability

Identifiers-*Oral Language

A total of 78 Mexican-American and 14 Anglo-American children participated in a study to determine the relationship of oral English proficiency, social acceptance, and academic achievement among fifth grade students. The students were administered measures of phonology and verbal expression. Scores from a standardized achievement test were used to determine academic achievement. To discover social approval scores, the students were given a sheet listing all class members and were asked to rank them in terms of whom they would choose to spend time with. The findings suggested that social approval and level of English proficiency were not related, nor were they affected by ethnicity. However, a significant relationship was found between phonology/verbal expression and scholastic achievement. (FL)

ED 172 245 CS 204 906

Jackson-Beeck, Marilyn Sobal, Jeff
Television Viewers, Nonviewers, and Heavy Viewers.
Pub Date-Aug 79
Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, Commercial Television, *Social Characteristics, Surveys, *Television Research, *Television Viewing

Data from three representative national surveys were studied to determine to what extent profiles of television viewers of different levels of viewing frequency fit with expectations based on theory and earlier research. A group of 4,552 respondents were surveyed in 1975, 1976, and 1978 by personal interviews and were classified as to status as nonviewers (less than one-half hour per day), heavy viewers (more than six hours per day), and viewers (one-half to six hours per day). Nonviewers and heavy viewers each comprised about 5% of the total pooled sample. Results indicated that the greatest difference between viewers and nonviewers lay in family structures, with nonviewers more likely to be never-married and childless, as well as being employed on the professional level. Heavy viewers were rated low in education, income, and employment status; most were female. As a whole, heavy viewers seemed to be removed from ongoing society, while nonviewers were better educated and about as well integrated and active as average viewers. (DF)

ED 172 246 CS 204 907

Bruno, Sam J., Ed.

ABCA-Expanding into New Horizons; Proceedings of the Southwest ABCA Spring Conference (Dallas, Texas, March 8-10, 1978).

Southwest American Business Communication Association.
Pub Date-79
Note-154p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Business Communication, Communication Problems, Consultants, Higher Education, *Intercommunication, Organizational Communication, Psychology, Research, Sex Fairness, Teaching Techniques

The 17 conference papers in this collection are arranged under six headings: consulting in business communication; techniques for teaching business communication; research activities in business communication; organizational communication; psychology, parapsychology, and communication; and current issues in communication. Specific topics covered by the papers include consulting in managerial and secretarial communication, classroom training modules in verbal communications, internal organizational patterns, the impact of speech training on oral communication in industry, active listening, communication problems involving superior/subordinate roles, misreading communication, legal implications of communication, sexist language in business communication, and sexism in nonverbal communication. The conference program and an author index are also included. (TJ)

ED 172 247 CS 204 908

Gannon, Craig A.

The Rhetorical Theories of George Campbell and Kenneth Burke.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Intellectual History, Persuasive Discourse, Philosophy, *Rhetoric, *Social Change, Theories

Identifiers-Burke (Kenneth), Campbell (George)

Points of similarity exist between rhetorical theorists George Campbell and Kenneth Burke, based on their acceptance of the universality of human nature. These similarities include the following: both use strategic'' definitions of rhetoric that are widely encompassing; Burke's central doctrine of identification'' resembles Campbells's idea of sympathy''; Burke's cluster analysis'' parallels the association-of-ideas psychology pervading Campbell's eighteenth-century empiricist background; and Campbell appears to anticipate some of Burke's dramatistic'' concepts, in particular those of scene (context), dialogue (dialectic), and motive. Burke's work is motivated by a broadly ethical anxiety complicated by ambivalence toward the presumed source of anxiety the scientific age; this is also true of Campbell. Both also saw the fostering of intellectual cooperation as a role of religious civilization. (DF)

ED 172 248 CS 204 909

Abrahamson, Richard F. Perry, Merrian
Visual Literacy and Adolescent Novels The Reading Connection.
Pub Date- 79
Note-11p.; Guide prepared at the University of Houston
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, Critical Reading, Critical Thinking, English Curriculum, *English Instruction, Film Production, *Films, Film Study, *Literary Analysis, Literature Appreciation, *Novels, Production Techniques, Secondary Education, Television Viewing, *Visual Literacy
Identifiers-*Zindel (Paul)

Visual literacy an increasingly important skill that has lately been added to the wide range of skills that reading/English teachers are expected to teach can be coupled with lessons in literary appreciation through the medium of the adolescent novel. Since students participate in a great deal of television viewing, it is as important for them to learn critical viewing skills as it is for them to learn critical reading skills. Teachers can mesh lessons in literary appreciation and visual literacy through examining how authors create characters, actions, and descriptions. As has been illustrated by author Richard Peck, students can examine adolescent novels in the light of considerations that might be made in filming them. In novels such as those of Paul Zindel, chapters can be analyzed in terms of camera shots, images, and scenes. Filmed versions of novels can be compared with students' prior envisioning of filmed versions of those books. Teachers can also help students to explore the film technique of montage and to consider such topics as the cinematic qualities of the dialogue and opening scenes of Zindel's novels. (GT)

ED 172 249 CS 204 911

Root, Robert L., Jr.

Classroom as Drillfield: Can the Basics Build Writers?

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Teachers, *Composition (Literary), *English Instruction, Higher Education, Models, *Teacher Attitudes, *Teacher Behavior, Teacher Role, *Teaching Methods, *Teaching Styles

Identifiers-Back to Basics

The ruling model of the college teacher of composition has been the composition instructor,'' who like the military drill instructor is unflinching, authoritarian, and dedicated to turning students into disciplined writers of standard English by means of drills and criticism. The military pose is inherent in the call for a return to basics, because the basics are perceived as best fostered by a hard-nosed prescriptivism. This approach is grounded in erroneous ideas of how students learn and of the effectiveness of this manner of instruction. Under the assumption that the student's mind is a blank tablet, the method ignores research showing that the ability to learn develops over a period of time and that it is important not to seek certain goals until the student is prepared to achieve them. A more appropriate model for the composition teacher is that of the master craftsman,'' who is wise, authoritative, and who shares skills with the student-apprentices who teach themselves by doing. (DF)

ED 172 250 CS 204 912

Cronnell, Bruce

Proficiency Verification Systems (PVS): Skills Indices for Spelling. Technical Note 3-78-13.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Pub Date-29 Dec 78
Note-21p.; Appendixes A, B, and C may not reproduce well due to small light type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classification, Content Analysis, Elementary Education, Evaluation Methods, *Spelling Instruction, *Textbook Content, *Textbook Evaluation, *Textbook Research, Word Lists

The preparation of spelling skills indices, which may be used to describe the spelling content commonly taught in textbooks and the performance modes used to practice this content, is outlined in this paper. Separate sections discuss the preliminary analysis that was performed; the establishment of a Content Index that specifies major categories and subcategories of spelling content; the derivation of a Performance Mode Index to describe performance modes appearing in textbook exercises; the coding of the instructional exercises in eight commercial spelling series; and the computer-assisted development of a list of all spelling words taught. Appendixes present the Content and Performance Mode Indexes, a list of the spelling series used for coding, and a sample page of the computer printout of spelling vocabulary. (GT)

ED 172 251 CS 204 914

Bataille, Robert R.

The University and the Community College: Responsibility as a Two-Way Street.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) · Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, *English Departments, *English Programs, Higher Education, *Interinstitutional Cooperation, *Interschool Communication, *Universities

If there is to be communication and mutual assistance between community colleges and universities, three myths about community colleges need to be dispelled: that they teach almost nothing but basic or remedial English, that no research is possible for those university people who study community college English programs or for community college instructors themselves, and that community college English programs are primarily oriented toward vocational/technical interests when they are not remedial. Behind the myths are varied, complex, and flexible community colleges. The university English department can be responsible to the community college English department by keeping the lines of communication open, by having training and internship programs for future community college English teachers, by initiating an exchange program for the faculties, and by offering course work and inservice workshops for community college instructors. The community college can assist the university by sharing its expertise on how to help the "new student" who is almost solely career oriented and how to cope with the problem of motivation for such new students. (TJ)

ED 172 252 CS 204 915

Stanley, Julia Penelope
Language and Power: English as a Patriarchal Language.
Pub Date-Apr 79
Note-20p.; Paper presented at the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diachronic Linguistics, English, *English Instruction, Females, Grammar, Language Instruction, *Language Usage, *Language Variation, Males, Political Influences, *Power Structure, Semantics, *Sex Discrimination, Sex Fairness, Social Structure, *Standard Spoken Usage

In an ``Esquire'' magazine column, John Simon attempts to trivialize, through visual satire, the articulation by Wayne O'Neil of the linguistic position that teaching standard English perpetuates oppression and is itself oppressive; but his attempt provides, instead, a vivid representation of the political relationship between the teaching of standard English and the maintenance of the patriarchal social order. Simon misrepresents standard English as ``simply the language that evolved from diverse sources into a norm''; however, no language ``simply evolves'' into a ``norm'' social forces are always involved in promoting those language forms and changes that reflect the interests of its most powerful users. An analysis of changes in the use and semantic range of such words as ``she,'' ``he,'' ``husband,'' ``wife,'' and ``man'' in Old and Middle English show how specific changes can be traced to male control of the social structure. Sample passages from the work of seventeenth, eighteenth, and nineteenth century male grammarians demonstrate that the tradition of prescriptive grammars in English incorporates patriarchal assumptions regarding the superiority of the male sex and the inferiority of the female sex. The consequences of an 1850 Act of Parliament, which designated the masculine pronoun ``he'' as a ``generic,'' constitute sufficient argument against those who deny the validity of current feminist attempts to emasculate the English language. (GT)

Maimon, Elaine P.

Administering a Cross-Disciplinary Writing Program.

Pub Date-Apr 79
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, College Freshmen, *College Programs, *Composition (Literary), *Curriculum Development, *Expository Writing, Higher Education, *Interdisciplinary Approach, Peer Evaluation

In transforming any college writing program into a cross-disciplinary writing program, similar to the one instituted at Beaver College in Philadelphia, the following steps are suggested: enlist the support of respected English faculty members, request colleagues in other departments to submit sample freshman writing assignments, encourage other faculty members to look beyond issues of evaluation to the teaching of writing processes, and introduce students in composition courses to a variety of strategies for different writing tasks. The English department should provide models of effective techniques for conducting a composition program for other departments to emulate in modified form; these techniques include the following: have every student write several pages each week, either a new project or a revision of an earlier draft; have all students complete designated exercises in prewriting, drafting, shaping, and revising; direct students to duplicate preliminary drafts to share in small peer groups and sometimes with the instructor; and have students submit two essays at midterm for evaluation as finished products. The use of peer review procedures of early drafts of writing assignments is recommended to appeal to busy colleagues in other disciplines. (DF)

ED 172 254 CS 204 918

Bloom, Martin

Anxious Writers: Distinguishing Anxiety from Pathology.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, Behavior Patterns, *Composition (Literary), Emotional Problems, Higher Education, *Pathology, Problem Solving, *Psychological Patterns, Psychopathology, *Student Problems, Teaching Techniques, *Workshops

Identifiers-*Writing Apprehension

An exploration of writing anxiety suggests that it is a normal form of behavior rather than a pathology, but that it varies in degrees of its dysfunctionality. Excerpts from the log books of college students in a writing anxiety workshop illustrate four broad categories of writing anxiety: procrastination, feeling emotionally distressed, thinking about one's inadequacies, and feeling physically uncomfortable or distressed. In the writing anxiety workshop, students verbalize their writing problems; receive individual analyses of their problems, along with suggestions for change; and share the results of their attempts to follow the suggestions. The log book excerpts may be interpreted within

the rational-emotive theory of Albert Ellis, as well as within a variety of other theories of psychopathology. However, writing anxiety is distinctive from other forms of pathological anxiety in that it is highly situation-specific, seems to be self-limiting, is relatively visible, and most importantly appears to be relatively easily overcome by rational instruction, with some mild-to-moderate confrontation in two or three brief group sessions. Thus, writing anxiety appears to be at best a very weak form of pathology; and in fact some anxiety is a necessary ingredient in the writing process, operating as an energizer. (GT)

ED 172 255 CS 204 922

Dean, Nancy
The Composition Project: A Systematic Approach to Teaching Written Composition. Research Monograph Thirty.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date-Aug 78
Note-59p.
Available from-P.K. Yonge Laboratory School, University of Florida, Gainesville, Florida 32611 (Free of charge)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Composition (Literary), *Curriculum Development, *English Instruction, Freshmen, High School Students, Secondary Education, Student Writing Models, Teaching Techniques, Writing Skills

This report of the writing project at P.K. Yonge Laboratory School, University of Florida, examines the effectiveness of a systematic approach to teaching high school composition. The approach, which focuses on the skills that enable students to write clearly, correctly, and purposefully, includes sequential instructional units, considerable student writing, and an objective, concrete method for teacher evaluation of student writing. Sections of the report discuss the preparation of the project, its description, its evaluation, and the improvements that have been made as a result of the evaluation. Eleven appendixes provide samples of course materials, student work during the course, and references for teachers. (RL)

ED 172 256 CS 204 928

Wolfe, Susan J.

Set Them an Example: Sexism in the College Handbooks.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-English Education, Higher Education, *Language Attitudes, *Language Usage, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, *Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Research, Textbook Standards

An examination of eight widely used college English handbooks published since 1974 reveals a range of sexist usage, indicating that authors and editors have not reached a general consensus on which practices they and student writers are to avoid as sexist. Sexism is still manifest in handbooks in such practices as the following: using sexually stereotyped examples, such as depicting professional people with male names or masculine pronouns and assigning female names and feminine pronouns to housewives; employing derogatory remarks about ``feminine nature''; using terms such as ``girls'' for women; advocating masculine generic pronouns; and the authors' uses of masculine generics in discussing or addressing students, teachers, or authors. Of the books studied, only one revision, the seventh edition of Hodges' ``Harbrace College Handbook,'' has been purged of sexism in form and content. Many of its examples have been recast to include women in nonstereotyped roles. (DF)

ED 172 257 CS 204 929

Folta, Bernarr Paul

Effects of Three Approaches to Teaching Poetry to Sixth Grade Students.

Pub Date-May 79

Note-216p.; Ph.D. Thesis, Purdue University

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Elementary Education, *Figurative Language, Grade 6, Instructional Media, *Language Processing, *Language Skills, *Metaphors, *Poetry, Poets, Symbols (Literary), *Teaching Techniques

A total of 272 children participated in a study of the effectiveness of three support systems for cuing sixth grade students in interpreting the metaphoric language of poetry. The first system involved regular classroom teachers who applied their own verbal cuing, the second included external instructional support through media and the teachers' own cuing, and the third provided internal support through the use of teacher/poets. A control group received no special instruction. All three poetry-instruction groups were given the same instructional approach model and the same set of 24 poems from which the teacher selected 16 for use over an eight-day period. A specially prepared version of Form A of ``A Look at Literature'' was used as a pretest and of Form B as a posttest. An analysis of pretest scores indicated no significant differences among the groups, while posttest scores revealed significant differences among the groups' responses that dealt with the interpretation of metaphoric language in poetry. The findings suggest that children learned more in classes with internal or external support than in classes with no unique support system. Appendixes include data used for matching classes within schools, scripts for slides, copies of transparency masters, charts of students' and teachers' ratings of the transparencies, resumes of the three poet/teachers, copies of the poems used, a sample logging page, test instruments, and data dealing with sex as a variable. (Author/FL)

King, Barbara

Measuring Attitudes toward Writing: The King Construct Scale.

Pub Date-Apr 79
Note-42p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Tests, *Composition (Literary), High School Students, *Measurement, Measurement Instruments, Secondary Education, *Student Attitudes
Identifiers-Composition Process

The King Construct Scale, which measures student attitudes about writing, contains 25 bipolar constructs which reflect four major areas of the writing process: purpose of the writing, source of the writing, audience the writing is for, and mode the writing takes. The scale was developed by collecting the data with Pianko and Rogers' ``P & R Elicitation Form'' and refining those data in a preliminary study of 25 randomly selected high school students. When the scale was first used in 1978, it surveyed 296 students from eight New Jersey secondary high schools. The results of that survey indicate that high school students prefer original writing to assigned writing, personal choice of topic to assigned topics, and self as audience for what they write. The students also show a preference for graded papers instead of ungraded papers. These results suggest that the King Construct Scale is a successful instrument for obtaining student attitudes toward writing. (RL)

ED 172 259 CS 204 935

Moriarty, David J.

An Investigation of the Effect of Instruction in Five Components of the Writing Process on the Quality and Syntactic Complexity of Student Writing.

Pub Date- 78

Note- 37p.; Research prepared at Framingham State University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Componential Analysis, *Composition (Literary), *English Instruction, Secondary Education, Structural Analysis, *Teaching Techniques, *Writing Skills

In an investigation of the effect of instruction in five components of the writing process on the syntactic complexity and the writing quality of high school students, 48 students received instruction in the following areas: discovering a subject, creating a design, developing a sense of audience, learning to use specifics, and learning to rewrite. Instruction covered a one-semester period. One week was devoted to pretesting, which drew three completed samples of writing on an assigned topic from each student one sample a rewrite. Another week of posttesting produced three more completed writing samples on an assigned topic from each student one of which was a rewrite. In addition, a standardized writing test was administered. Two weeks were devoted to instruction in each of the components, and writing samples were obtained from each student at the end of each instruction unit. All of the samples were analyzed for syntactic complexity by calculating the total number of words for each, while teacher/raters evaluated the samples for writing quality. The results showed that instruction in all five components of the writing process succeeded in developing the writing skills of the students in the study as judged by quality analysis and by syntactic complexity scores. (FL)

ED 172 260 CS 204 938

Success in Spelling: A Course of Study in Spelling for Grades 1-6
Rochester Public Schools, Minn.
Pub Date-77
Note-211p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Curriculum Development, Elementary Education, Intermediate Grades, Primary Education, *Spelling, *Spelling Instruction, Word Lists

The spelling program described in this guide, piloted and evaluated by 40 teachers of the Rochester, Minnesota elementary school district, is based upon current research, sound linguistic principles, and studies that determine which words are most frequently used by children and adults in their written communication. The guide provides an overview of the spelling program, procedures for organizing the weekly spelling activities, and other components of the program. Guidelines for evaluating and reporting student progress, a scope and sequence chart for the spelling curriculum, and spelling lists for grades one through six are also included. Appendixes contain spelling progress charts for grades two to six, the Dolch Basic Sight Vocabulary, 100 spelling demons, homonyms, the Pollock Word List, prefixes, Greek roots, Latin roots, suffixes, and some successfully implemented spelling activities and games. (RL)

ED 172 281 CS 204 939

Fisher, Carol J. Natarella, Margaret A.

Poetry Preferences of Primary Graders. Studies in Language Education, Report No. 35.

Georgia Univ., Athens. Dept. of Language Education.
Pub Date-May 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, English Instruction, Listening Comprehension, Listening Habits, *Literature Appreciation, *Poetry, Primary Education, Reading Interests, Student Attitudes, Student Development, Student Interests, *Student Reaction

Fifteen classes of first, second, and third grade students in five Clarke County, Georgia, schools listened to poems and rated them on a three-point scale. Five of these 15 classes also participated in the study's second phase, which measured responses to the same poems after some poetry and related extension activities. Analysis revealed that the most popular poems were narrative, contained humor, did not depend on word play, and were either about children, involved children in the subject situation, or were about animals. The children also showed an overwhelming preference for rhymed, metered poetry. Surprisingly few poems were more or less well liked after student participation in the poetry-related activities of phase two. In an attitude survey, children from poetry study classes showed greater interest in writing and in acting out poems, while children who had not participated in poetry study expressed interest in learning to recite poetry. These results add to data from a similar study of intermediate-grade students, and suggest that teachers should carefully select a variety of poems that extend children's taste while maintaining their positive attitudes toward poetry. (RL)

Benton, Camille L.

The Connotative Dimensions of Selected Display Typefaces.

Pub Date-Aug 79
Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Factor Analysis, Graphic Arts, Journalism, *Layout (Publications), Media Research, Media Selection, *Printing, Publishing Industry, *Semantic Differential, *Visual Discrimination, Visual Perception
Identifiers-*Typeface, *Typography

The semantic differential ratings of ten typefaces given by a group of 24 subjects were factor analyzed to discover what connotative meanings laypeople applied to typefaces and how these meanings compared with those of professional typographers. The typefaces, five from general categories and five from novelty categories of display typefaces, were Helvetica, Garamond, Bodoni, Palatino, Times Roman, Cloister Black, Excelsior Script, Broadway, Libra, and Legend. The factor structure of the semantic scales revealed five dimensions of connotative meaning: potency, elegance, novelty, antiquity, and evaluation. Helvetica, the only sans serif typeface, was not perceived as differing significantly from serifed typefaces on most dimensions. Garamond, Bodoni, Palatino, and Times Roman were also perceived as having similar connotative meanings even though they were from different typeface classifications. Libra and Legend, two very distinctive novelty typefaces, were fairly neutral on all factor dimensions. At least four of the ten typefaces tested can be used interchangeably for display purposes. Connotations of the other typefaces generally reinforce the current practices of media professionals. (References, the ten display typeface samples, and a listing of connotative dimensions for each typeface tested are included.) (RL)

ED 172 263 CS 204 953

Sachs, Harley L.

How to Write the Technical Article and Get It Published.

Society for Technical Communication, Washington, D.C.
Pub Date-76
Note-36p.
Available from-Society for Technical Communication, 815-15th Street, Northwest, Suite 506, Washington, D.C. 20005 ($12.00)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Opportunities, *Career Planning, Communication Skills, Expository Writing, Job Skills, Periodicals, *Technical Writing, *Writing Skills
Identifiers-*Writing for Publication

This publication contains information for potential technical article writers who wish to know how to become professionals. The 14 chapters deal with the following areas: getting started, developing ideas, gathering information through library research and through interviews, writing for different audiences, choosing titles, writing leads and endings, business writing, structuring the technical article, rewriting, illustrating an article, preparing and selling a manuscript, writing while traveling, and the business side of technical writing. (FL)

Shaw, James G., Ed.
Teaching Technical Writing and Editing In-House Programs That Work. Anthology Series No. 5.
Society for Technical Communication, Washington, D.C.
Report No.-STC-67-76
Pub Date-76
Note-82p.
Available from-Society for Technical Writing, 815-15th Street, Northwest, Suite 506, Washington, D.C. ($15.00)
Pub Type- Reports - Descriptive (141) - Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Editing, Engineers, Industrial Training, *Inplant Programs, *Instructional Programs, Job Skills, Scientists, Teaching Methods, *Technical Writing, *Writing Skills

The 12 articles in this publication provide indepth treatment of important aspects of in-house training programs for technical writing and editing. The articles deal with the following topics: the value of an in-house writing course, teaching in industry, developing an in-house writing course for engineers and scientists, a new approach to teaching writing in industry, teaching writing in private industry, industrial training of technical writers, an advanced in-house course in technical writing, a cure for writer's cramp in engineers, the editors' workshop program at General Motors Research Laboratories, the pro's'' of in-house teaching and how to offset the con's,'' and how to make an in-house writing course enjoyable. An epilogue summarizes the main points to be considered in training young engineers and scientists to write effectively. (FL)

ED 172 265 CS 502 250

Schneider, Michael J.

A Motive of Rhetorics: Invention and Speech Acts.

Pub Date- 78

Note-23p.; Study prepared at the University of Nebraska

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Daily Living Skills, *Information Theory, *Interaction, *Interpersonal Relationship, Philosophy, *Rhetoric, *Speech Communication, Speech Skills

Identifiers-*Speech Acts

While rhetorical theory has long been concerned with the epistemological foundations of rhetorical abilities, the full potential of the structuralist perspective is far from realized. The study of speech acts and inventive processes discloses the underlying logic of linguistic performance. A speech act is conceptualized in terms of the communicative force of discourse; examples include questions, commands, statements, promises, and compliments, as well as the more complex multiple-force and subtle forms. Speech act analysis provides insight into the ways communicators create and comprehend pragmatic strategies. The logic of conversational structure mirrors a speaker's rhetorical or communicative competence. The focus on epistemological questions concerning rhetorical invention should help to explain why communication usually works effectively, and should suggest profitable programs for preventing misunderstanding based on the effectiveness of these normal processes. Rhetorical theory should align itself more closely with structural forms of the analysis of creativity as represented in the works of Piaget, Chomsky, and Levi-Strauss. (DF)

ED 172 266 CS 502 321

Skopec, Eric

Rhetoric: Systems and Beyond.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Discourse Analysis, *Information Theory, *Intellectual History, *Rhetoric, Rhetorical Criticism, Speech, *Speech Communication, *Systems Approach, Verbal Communication

The practical value of the systems approach to rhetoric may be enhanced by attending to distinctions between the various types of symbolic activities. One such distinction exists between popular discourse, understood as intentional communication, and theoretical or descriptive statements about such discourse. A second distinction is between pragmatic or technical treatises designed to instruct in speaking or writing, and speculative or descriptive treatises on the role of discourse in society. Also of concern are the relations which successive rhetorical systems bear to one another, and whether the development of rhetorical theory is additive or sweeping and radical. While the pragmatic/technical tradition has remained quite stable, the speculative/descriptive tradition has undergone frequent, substantial revision. Rhetoric is active and vital only when the subordinate traditions are interwoven in mutually supportive ways. Promising phenomena in the systems perspective include attention to the functions of discourse such as interpersonal adjustment and organizational communications, interest in the knowledge-building functions of discourse, and the growing understanding of the perceptual process, which offers support to the audience-centered theory of rhetoric. (DF)

ED 172 267 CS 502 434

Casmir, Fred L.
The Impact of Mass Media in the Pacific Basin.
Pub Date-Feb 79
Note-14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Opinion Papers (120) · Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Censorship, Civil Liberties, Communication (Thought Transfer), *Developing Nations, Foreign Countries, *Freedom of Speech, *Information Dissemination, *Journalism, Legislation, *Mass Media, Needs Assessment, News Media, Newspapers, Radio
Identifiers-*Pacific Region

In many developing nations, governments have invested in media technologies to propel their nations into the twentieth century. These measures have taken an increasing social, financial, and cultural toll. Questions surround the right of developed nations to impose their commercially oriented values on those who lack the means to achieve such standards of living, as well as the loss of traditional values and culture, the widely expressed faith that communication will produce change, and the Western concept of press freedom as absolute, based on Western social and theological ideas. Freedom and democracy in developing nations should be evaluated on the basis of the nation's own development rather than on Western expectations. Interfering with information dissemination in such nations are such factors as inadequate technology, the high cost of materials, and language differences. Outside media have added pressures to nascent systems by creating false hopes and incomplete impressions and by exploiting the inadequate evaluative background of developing nations' people to deal with various ideas, interfering with the gradual, self-defined development of a nation. Debate also centers on whether commercial or political interests should dictate what should be presented on television in these areas. (DF)

ED 172 268 CS 502 473

Lanigan, Richard L. Deetz, Stanley A.

Unreflected Ideology and the Subversion of Conventional Critique.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Group Behavior, *Meetings, *Organizational Communication, *Professional Associations, *Professional Recognition, Speech Communication

The examination of the conventionality of discourse at speech communication conventions reveals the ideological commitments of these conventions. The symposium, conference, and congress differ from the convention in that at such meetings the participants are interested in generating concrete experience, while at conventions, participants are interested in consuming such experience. A convention is a meeting place of people rather than of ideas, and it is the interaction of personalities rather than of ideas that emerges as interesting to participants. Conventions are held for practical, social, cultural and historical reasons, and are important in meeting the needs of the organization and of the individual members in a situation where adherence to rules of conduct and typicality of ideology is displayed. Conventionalism at a professional convention serves as a social form, as a disciplinary description, and as a recurrent structure in the annual convention. (DF)

A Formula for Change: The Report of the Task Force on Minorities in Public Broadcasting.

Corporation for Public Broadcasting, Washington, D.C.
Pub Date-Nov 78
Note-39p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bias, *Broadcast Industry, *Educational Radio, Educational Television, Media Research, *Minority Groups, Minority Role, *Programing (Broadcast), *Public Television, Television

The results of research conducted by the 1977 Task Force on Minorities in Public Broadcasting are reported in this document. The task force, consisting of a group of 28 individuals of various ethnic backgrounds, was assembled by the Corporation for Public Broadcasting to determine the success of public broadcasting in meeting the informational and educational needs and interests of Blacks, Asians, Latinos, and Native Americans. The report contains a statement of key findings and key recommendations, as well as research findings on the effects on minorities of the following factors: public broadcast policies, employment patterns, career development programs, minority programing, and minority access. Audience research is also discussed. Research results indicate the following: national minority public broadcast programing is seriously deficient, minority programing being disproportionately scarce; and the scarcity of minority programs is directly attributable to the insufficient number of minority persons employed in public broadcasting, controlling stations with public broadcast licenses, or having access to traditional sources of funding support. (DF)

ED 172 270 CS 502 495

Stacks, Don W. Burgoon, Judee K.

Proxemic Concomitants of Persuasion: Review and Commentary.

Pub Date-May 79
Note-22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Changing Attitudes, *Communication (Thought Transfer), Distance, *Interpersonal Relationship, Models, *Persuasive Discourse, Proximity, *Research Needs
Identifiers-*Communication Research, Distraction, *Proxemics

Violations of interpersonal spacing expectations have been demonstrated to influence a receiver's perception of the credibility, attraction, and influence of an initiator of such violations. Recent research on distraction and on personal space points to several potential strategies a persuader may adopt when trying to influence another individual. Research must first establish normative distances between interactants; once such norms have been established, deviations from those norms should produce predictable communication outcomes. Distraction offers a potential theoretical base from which the effects of violations of interpersonal distancing expectations can be predicted. A proposed model suggests that distance and reward serve as distractors with predictable results. Future research is needed to test the robustness of the model. Research is needed to establish that interpersonal distancing violations are distracting, to establish reliable and valid measures of distraction and counterarguing, to further test the model of interpersonal distancing expectations, and to answer the question of whether a threat threshold exists. (Author/GT)

ED 172 271 CS 502 501

Dudczak, Craig A.

Direct Refutation in Propositions of Policy: A Viable Alternative.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Debate, *Evaluation Criteria, Higher Education, *Persuasive Discourse, Public Speaking, Secondary Education, *Speech Communication

In debate, it has been argued that a judge's decision is between two competing policy systems. This paradigm does not admit of direct refutation by the negative team considering the predicate facts and value assumptions of the affirmative policy. A second position is that straight refutation is an appropriate means of analysis in resolving propositions of public policy and that a requirement that a negative team provide an alternative policy to an affirmative policy that has not been validated is unwarranted. Two assumptions on which policy theorists base their rejection of refutation, that a process reality characterizes any system and that a policy decision can be rendered only after a comparison of policies, each makes an arbitrary assessment that any change is better than no change. However, the nature of debate implicitly requires advancing good reasons in support of claims. When a system's description has been refuted, then no valid conclusion can be assured. The negative team may argue for rejection of the predicate as well as offer an alternative description, but this decision is a strategic one rather than a necessary one. (TJ)

ED 172 272 CS 502 502

Friedley, Sheryl A.

Paralinguistic Cues at Three Levels of Emotional Intensity in Actual Crisis Communication.

Pub Date-May 79
Note-33p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Counseling, Counseling Programs, *Counseling Services, Expressive Language, Interpersonal Problems, *Intervention, Mass Media, *Paralinguistics, Speech Habits
Identifiers-Communication Research, *Crisis Intervention, *Telephone Counseling

The paralinguistic dimension of telephone counseling in such crisis situations as drug and other personal problems was investigated, based on the importance of paralinguistic cues surrounding the linguistic content of the message for the accurate interpretation of the caller's state of mind. Thirty samples, each a three minute sample of crisis communication, were taken from actual telephone conversations and examined to identify the paralinguistic cues that might allow a crisis center volunteer to determine the level of emotional intensity of the caller. Seven dependent variables were assessed: level of pitch, rate of speaking, articulation errors, editorial errors, filled pauses, within-response pauses, and sobbing. Results indicate that only two significantly positive correlations were observed: the frequency of editorial errors with the use of filled pauses, and the increase in pitch level with sobbing. (DF)

ED 172 273 CS 502 508

Pearce, W. Barnett And Others

Communication Rules and Coorientational States: A Synthesis and Extension of Two Theories.

Pub Date-May 79

Note-25p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Communication (Thought Transfer), Interaction, *Interaction Process Analysis, *Interpersonal Relationship, *Models, Research Methodology, Research Needs, *Theories

Identifiers-*Communication Research

Studies based on models of interpersonal coorientation have discovered regularities in communication behavior that coorientation theory cannot explain. On the other hand, rules-based theories of communication contain explanatory concepts seemingly applicable to these phenomena, but have not been articulated sufficiently to be applied to the complex patterns of self-other-object relations differentiated by models of coorientation. A synthesis of coorientation and rules theories is appropriate. The concept of a logical force'' in communication a central concept in one rules theory permits reconceptualization of the four states'' in K.R. Stamm and W.B. Pearce's process model of coorientation, and thus subsumes coorientation in a more comprehensive model of interpersonal interaction in conversation. Further, the inclusion of coorientation in the rules theory provides an increased sophistication in the conceptualization of logical force.'' The synthesis of these theories suggests the hypothesis that persons develop rules for meaning and acting in particular coorientational states. A pilot study involving 21 college students illustrates a way of defining these theoretical concepts operationally and suggests a protocol for research. (Author/GT)

ED 172 274 CS 502 512

Bliese, John R. E.

Richard Weaver on Rhetoric and Culture.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Culture, *Persuasive Discourse, Public Opinion, *Rhetoric, Rhetorical Criticism, *Social Factors, *Sociocultural Patterns

Identifiers-*Weaver (Richard M)

The rhetorician Richard M. Weaver analyzed culture as profoundly ill and he viewed rhetoric as closely tied to culture. Rhetoric relies on the cultural focal point for its effectiveness; orators must operate on a basis of common, accepted, uncontested terms and premises to move their audiences, and mutual assent to a tyrannizing image'' is necessary for an orator to get premises accepted. Rhetoric serves as a cultural glue, supplying the informed sentiment necessary for the bond of community. For Weaver, culture is an expression of values, is symbolic, is exclusive and integrating, meets psychic needs, is form which equals style, is religious, is a matter of feeling or emotion, and is hierarchical and aristocratic. In Weaver's view, culture, history, and rhetoric are interrelated in a complex fashion. (DF)

ED 172 275 CS 502 521

Dudczak, Craig A.

Prediction of Solvency in Affirmative Plans: The Burden of Policy Advocates.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Debate, Higher Education, Language Arts, *Persuasive Discourse, *Policy Formation, Public Policy, Secondary Education, *Speech Communication, *Verbal Communication

The development of a sound theory of the arguing of policy questions in debate requires that the Affirmative be obligated to demonstrate the solvency of its plan, regardless of the paradigmatic origins of the case theory. While the specific degree of demonstration which is necessary to establish solvency remains a substantive issue within the context of a given round, the basis of such an obligation remains constant. The advocate of change in a proposition of policy has the responsibility to demonstrate that the effects claimed from the proposition are correlated to specific mechanisms within the plan. The prediction of alleged effects is a burden of affirmation, and need not follow from the failure of negation. Ultimately, the adequacy of a proposition is not measured in terms of the effects claimed, but rather through the probability of the effects' occurrence; an explicit obligation exists on the part of the Affirmative to prove that the plan does in fact remedy the problem. The theoretical requirement for an advocate to predict the consequences of a proposition is best measured in practice by the correspondence between inherency dysfunctions which preclude status quo action with plan mechanisms which address these dysfunctions. (DF)

ED 172 276 CS 502 523

Ritter, Kurt W.

Significant Form and Rhetorical Criticism: The Jeremiad and the Rhetoric of the American Revolution.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Christianity, Persuasive Discourse, Political Attitudes, *Political Influences, *Puritans, Religious Factors, *Revolutionary War (United States), *Rhetoric, Rhetorical Criticism, *United States History

The jeremiad, a sermonic rhetorical form, played a significant role in the American Revolution. As a successful social movement, the Revolution generated a language that portrayed its interpretation of reality. This was achieved in part through the use of significant forms that served to provide a link between the past and future and to foster a sense of community. The Puritan jeremiad was a four-part discourse that, after a reading from an Old Testament prophet, included the following: recognition of the people's failure to keep the divine covenant; interpretation of present evils as divine punishment; a call to recognize errors, repent, and restore the covenant; and a prediction of

divine restoration of the people. The jeremiad became a vehicle of cultural expression and an agent of socialization, serving as rhetoric, ideology, and ritual. The rhetorical form of the jeremiad has subsequently taken on a secular cast, recognizing a covenant with the United States' past, rather than with God; civil religion has replaced Puritanism as the underpinning of the jeremiad. By analysis of this structure, speakers can be identified who were at the advancing edge of the movement, stressing action while their contemporaries were lamenting. (DF)

ED 172 277 CS 502 526

Camden, Carl Martin, Janet

The Political Communication of Strategic Nuclear Policy.

Pub Date-May 79
Note-25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, *Disarmament, *Federal Government, *Foreign Policy, Information Dissemination, Legislators, Organizational Communication, *Political Attitudes, *Public Opinion, Public Policy

A study of the different perceptual frameworks of the major parties involved in strategic nuclear policy was conducted by examining the interaction between the Executive Branch, Congress, and the informed public. Public political communication data were gathered from public documents generated by Congress and the Executive branch, and by examining selected letters to newspapers. Strategic themes cited in relationship to strategic subjects in the communications were identified. Subjects and themes were coded as nearly as possible in the original words used, and these were then collapsed into four subject areas and six themes, providing a category system for statistical analysis. Results indicate that the three major groups have widely different priorities and perspectives on strategic policy. The Executive branch takes a world-wide view and is most concerned with the effects of an issue on negotiations and international relationships. Congress's concern is with such practical matters as cost-effectiveness, and the public's perspective is vague and general. Such divergence, it is hypothesized, contributes to the often conflict-prone nature of strategic debate, although unity was found in a universal desire for stability. (DF)

ED 172 278 CS 502 533

Knox, Keith

A Critical Examination of the Statistic Used for Processing Speech Signals.

Pub Date-Sep 78

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acoustic Phonetics, *Articulation (Speech), Aural Stimuli, *Cognitive Processes, *Language Processing, Neurological Organization, *Speech Communication, Speech Pathology

This paper assesses certain properties of human mental processes by focusing on the tactics utilized in perceiving speech signals. Topics discussed in the paper include the power spectrum approach to fluctuations and noise, with particular reference to biological structures; 1/f-like'' fluctuations in speech and music and the functioning of a cerebral cortical field; subjective time and temporal focusing, auditory processing, and speech rate; and J.R. Klauder's phenomenon, with special reference to the shot noise'' case. (Author/FL)

ED 172 279 CS 502 534

Warnick, Barbara

Martin Heidegger: Interpretation, Language, and the Intrapersonal Process.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Existentialism, *Information Theory, *Interaction, Interpersonal Relationship, Language, *Perception, *Philosophy, *Speech Communication
Identifiers-*Heidegger (Martin), Phenomenology

The ``logos'' concept of Martin Heidegger's phenomenological philosophy refers to a perceptual attunement to ``Being,'' or reality as a whole, which is prior to language. Logos includes every way in which people interpret, constitute, and interact with their world. Language is seen as prior to our awareness of Being, as well as constitutive of it. Logos, language, and speech have a teleological meaning aside from their function in communication; they are the means by which we create a personal world in which we dwell. An implication of Heidegger's philosophy for a theory of intrapersonal communication emerges in the view of truth as ``aletheia,'' or the uncovering or disclosing of the world to the individual, rather than as a correspondence to reality. ``My truth'' is the result of the way the world has disclosed itself to me; no one is ``wrong.'' A second implication arises from Heidegger's stress on language as constitutive of individual perception. Language is not merely a tool, it is a major influence on the way we perceive our world; perhaps by altering or expanding the equipment which the individual uses to shape his or her perception, the very nature of that perception might be changed. (DF)

ED 172 280 CS 502 536

Crocker, Jim

Speech Communication Instruction Based on Employers' Perceptions of the Importance of Selected Communication Skills for Employees on the Job.

Pub Date-May 79

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills, *Employer Attitudes, *Employment Qualifications, Higher Education, *Job Skills, *Job Training, *Speech Communication

To determine which communication skills employers in business and industry perceive as important for employees, a questionnaire was mailed to a random sample of personnel directors in business and industry in the Greater Cincinnati metropolitan area. Of the questionnaires mailed, 89 were returned (29.3% response rate). Analysis of the responses indicated that communication skills judged as important for employees to possess included accurate listening, credibility, ability to organize ideas in an orderly way, a clear and distinct voice, personal confidence when speaking to others, sensitivity to others, correct grammar and pronunciation, ability to interpret a message to another person, persuasiveness, establishment of face-to-face contact with others, and ability to use the formal organizational channels of communication and to make decisions cooperatively with others. Communication skills rated as unimportant for employees included ability to use a special technical vocabulary, disclosure of personally relevant material, variety in vocal intonation, speech free from dialect, loud vocal volume, ability to interpret printed material by reading aloud, and ability to use parliamentary procedure. (GT)

ED 172 281 CS 502 537

Stewart, Lea P.

Ethnographic Analyses of Communication Events.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), *Ethnography, Information Dissemination, *Information Theory, Interpersonal Competence, *Research Methodology, Social Science Research, *Speech Communication

Identifiers-*Communication Research, Hymes (Dell H), *Speech Acts

A study that examined two speech events, giving testimony'' and being interviewed,'' was conducted to test the relevance of the ethnography of speaking'' approach to communication research proposed by Dell H. Hymes. These speech events occur when someone seeks information from another for a formal purpose. The study analyzed one speech act within each speech event for each of two participants in a job-related legal controversy. Following Hymes' methodology, the following components of the speech acts were identified: situation, or setting and scene; participants; ends in view; act sequence, or message form and content; key, or tone; instrumentalities, or channels and forms of speech; norms of interaction and interpretation; and genres. Results indicated that once a speech act has been identified as belonging to the giving testimony'' genre, all other speech act components can be predicted. Similarly, once a speech act has been identified as a member of the being interviewed'' genre, all components, with the exception of setting, can be predicted. The findings suggest that Hymes' methodology neglects the relationship of the speaker to the content of the speech act a component that influences speech act form. (DF)

ED 172 282 CS 502 538

Anderson, James A. And Others

An Ethnological Approach to a Study of Televiewing in Family Settings.

Pub Date-Feb 79
Note-24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, Cultural Environment, *Ethnography, *Ethnology, *Family (Sociological Unit), Family Characteristics, Family Life, Media Research, *Research Methodology, Sociocultural Patterns, Television, *Television Research, *Television Viewing
Identifiers-*Communication Research

Television's role within the familial setting is the subject of a research program being conducted at the Universities of Hartford, Texas, and Utah, proceeding on the premise that television functions within a variety of environmental influences, all of which act in varying combinations to produce a wide range of effects within viewers. The approach combines the inductive models of ethnology and the deductive models of hypothetical studies, and is directed toward two goals: the development of a library of case studies relating the process of television use within the family setting, and the interrogation of these for communalities and covering statements which can be predictive of certain classes of outcomes of viewing by individuals. Major classes of variables to be studied include normative and baseline data on television within the family structure, television as an agent of consumer socialization, and television's role in affecting family members' values. The following outcome descriptions have been established: the circumstances of television use by individual family members; the functions of television within the family structure; the motives, purposes and consequences of television viewing; and television as an agent of consumer socialization. (DF)

ED 172 283 CS 502 539

Stewart, Lea P.

Grammar: An Exploratory Study of Students' Attitudes toward the Shibboleth.

Pub Date-May 79
Note-23p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Grammar, Higher Education, *Language Attitudes, Language Research, Language Role, *Language Usage, Public Speaking, *Speech Communication, Speech Evaluation, *Student Attitudes

Forty undergraduate students were subjects in a study to discover students' attitudes toward language and grammar and to determine how the demand for grammatical correctness affected them in preparing and delivering public speeches. The subjects each completed an 11-item interview schedule that elicited demographic information as well as feelings and opinions about grammar and public speaking. The results showed the following: students believed in the existence of a correct grammar''; most students had been exposed to grammar drill in secondary school; most believed that good grammar was a mark of an educated person; most felt that constant monitoring of one's language leads to self-consciousness; many felt that good grammar would not necessarily increase someone's opinion of them but that bad grammar would definitely detract from someone's opinion of them, especially in job interviews; and a number of the students felt that teachers were purposely looking for mistakes in student work. (A copy of the interview schedule is appended.) (FL)

ED 172 284 CS 502 542

Lull, James

Ethnographies of Mass Communication.

Pub Date-May 79
Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiences, *Behavior Patterns, *Ethnography, *Mass Media, *Research Methodology, Research Problems, Television
Identifiers-*Audience Response, *Media Effects

Noting that there is growing interest in systematic, ethnographic studies of mass media and their primary audiences (families), this paper seeks to encourage additional ethnographic study of audience behavior by discussing some theoretical concerns that bear on the qualitative research enterprise. To do this, the paper first introduces a variety of perspectives that can be used to guide ethnographic research. It then discusses three of these perspectives communication rules, the interpretive paradigm, and ethnomethodology as theoretical points of departure for ethnographic research in mass communication. In addition, it discusses the ways in which communication rules are accounted for in normative, interpretive, and ethnomethodological perspectives. It presents the issues of generality and necessity in qualitative audience behavior and offers illustrations from qualitative research to demonstrate three modes of interpretation of audience behavior. (FL)

ED 172 285 CS 502 543

Freimuth, Vicki S. Jamieson, Kathleen

Communicating with the Elderly: Shattering Stereotypes.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-75-0029

Note-43p.; Theory & Research Into Practice Series

Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($2.50 non-member, $2.25 member)

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bias, Communication (Thought Transfer), *Communication Problems, *Discriminatory Attitudes (Social), *Educational Gerontology, Elementary Secondary Education, Gerontology, Instructional Programs, *Learning Activities, Mass Media, *Older Adults, Senior Citizens, *Stereotypes, Teaching Techniques, Television

Identifiers-Information Analysis Products

Designed to present communications problems faced by the elderly and to assist classroom teachers to develop activities for dealing with them, this booklet begins by examining stereotypes of older persons which minimize and distort communication with them. It outlines common misconceptions about the elderly, centering on their state of mind, health, capacity for work, interest in life and sexual activity, and financial condition, and it notes that despite television's capacity to serve a number of functions for the elderly, it reinforces such stereotypes in advertising and programing. The second part of the booklet provides exercises for use in a unit on communication and the elderly, designed to restructure patterns of communication that manifest or reinforce negative stereotypes about older persons and the aging process. Exercises are grouped in the following four sections: diagnosing attitudes toward the elderly; examining the various media (television, magazines, and children's books) for positive and negative stereotypes toward the aging; encouraging empathy with the elderly regarding their communication difficulties; and encouraging intergenerational communication. A list of classroom film, musical, and literary resources is included. (DF)

ED 172 286 CS 502 545

Fischer, Heinz-Dietrich, Ed. Melnik, Stefan Reinhard, Ed.
Entertainment: A Cross-Cultural Examination.
Pub Date-79
Note-330p.
Available from-Hastings House, Publishers, 10 East 40th Street, New York, New York 10016 ($18.50 cloth; $9.50 paper)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Broadcast Industry, Communication (Thought Transfer), *Cross Cultural Studies, *International Studies, *Mass Media, *Media Research, *Publishing Industry, Radio, Television
Identifiers-*Entertainment

This collection of 26 articles, written by mass communication experts from 12 countries, investigates various aspects of entertainment as communication, focusing on entertainment as provided by its currently most important source, mass media. The premise behind the essays is that there is no such thing as "pure entertainment," but that all entertainment contains political, social, and economic messages and values, intended or not. Contributors explore the content a communicator produces and the content an audience uses, and discuss entertainment from such perspectives as the following: how the mass media have affected entertainment and vice versa; how entertainment can be approached theoretically; the social and political functions of entertainment; and the relationship between entertainment production and market mechanisms or mass audience demand. (Author/DF)

ED 172 287 CS 502 546

Sterling, Christopher H. Haight, Timothy R.

The Mass Media: Aspen Institute Guide to Communication Industry Trends.

Pub Date-78

Note-457p.; Published by Praeger Publishers as part of the Praeger Special Studies Program

Available from-Holt, Rinehart & Winston Publishers, Heller Road and Benigno Boulevard, Bellmay, New Jersey 08031 ($25.00 cloth)

Pub Type- Books (010) - Numerical/Quantitative Data (110) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Broadcast Industry, Communication (Thought Transfer), Journalism, *Mass Media, *Media Research, *Publishing Industry, Radio, Television

Intended to provide a single reference source for the most significant statistics describing communication industry trends in the United States since 1900, this book is a collection and assessment of the currently available quantitative descriptive information on mass media industries. The core of the book is its more than 300 tables of data on the publishing, motion picture, recording, and broadcast industries. These data are supplemented by a brief interpretative text, an analysis of source reliability and validity, and a listing of several sources of further information in each subject area. Sections focus on the following topics in the media industries: growth, ownership and control, economics, employment and training, content trends, audience size and characteristics, and United States media industries abroad. (DF)

Hensley, Wayne E. Waggoner, Doris R.
Are Women Really Prejudiced Against Women?: A Reconsideration.

Pub Date-May 79
Note-16p.; Paper presented at the Annual Communication, Language, and Gender Conference (Madison, Wisconsin, May 19-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bias, Communication (Thought Transfer), Credibility, *Females, Higher Education, *Public Speaking, *Sex Discrimination, *Sex Stereotypes, Speech Communication

The purpose of this study was to investigate whether, when both listener and speaker are unknown to one another, listeners of each sex do or do not tend to differentially evaluate presentations by speakers according to sex; results were then compared to those of earlier studies in which the women being judged were hypothetical authors. A group of 502 male and female students in undergraduate public speaking classes were asked to evaluate presentations by male and female communicators as a regular aspect of the course. Results indicated that students demonstrate no prejudice toward communicators of either sex, even when the communicators are personally unknown, suggesting that stereotypes relied on for judgments of source play a lesser role when a real woman is the message source because other information is available to use in judging the individual. Comparison to earlier studies shows that judgments about the performance of females differ considerably depending on whether the women being judged are real or hypothetical; earlier generalizations that women are in general prejudiced against other women appear to be unfounded. (DF)

ED 172 289 CS 502 550

Kidwell, Clara Sue

American Indian Women: Problems of Communicating a Cultural/Sexual Identity.

Pub Date- 76

Note-10p.; Study prepared at the University of California, Berkeley

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indians, *Communication (Thought Transfer), *Cultural Background, Cultural Interrelationships, Ethnic Stereotypes, *Females, *Sex Role, *Sex Stereotypes

In traditional American Indian cultures, sex roles were clearly defined and women were the keepers of the home, child bearers, and food gathers. Sometimes, however, stereotypes and preconceptions become barriers to cross-cultural communication. For instance, feminists who see themselves as victims of a male-dominated society cannot assume that Indian societies are male-dominated in the same way as their own nor that the system of rewards for being a wife and mother is the same in Indian society as in the dominant society. In one survey, 61 Indian women college students indicated a wide latitude in their knowledge of or definition of women's roles in their tribal cultures. The factors involved in a sense of cultural/sexual identity for Indian women may include language differences, participation in tribal ceremonies, residence on a reservation, or attendance at week-end pow-wows. Within their own communities these strategies are generally associated with the respect for the role of wife and mother that persists in Indian communities. For college and professional Indian women, communication strategies may be those of trying to inform people about Indian values or traditions and of helping break stereotypes. (TJ)

Benoit, William L. Follert, Vincent F.
And Affirmative Speeches Shall "Not" Serve as Legislative Intent!
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, Higher Education, *Persuasive Discourse, *Public Speaking, Secondary Education, *Speech Communication

Legislative intent as a debate tactic is drawn from the judicial system as a fundamental concept in the interpretation of statutes. Two paradigms for the application of legislative intent have emerged: (1) the courts will examine the affirmative proposal after enactment to bring it into line with the intent of the affirmative team, and (2) the debate judge is cast into the role of the adjudicator of the conflict concerning plan interpretation. The difficulties with the first paradigm include: courts may not become involved, courts may not accept intent as expressed by the affirmative in the debate, courts have generally chosen not to expand legislation beyond the language of the statute itself, and there is no record of the debate for courts to depend on. The major difficulty with the second paradigm is that a debate judge is not deciding upon the application of legislation but upon whether the proposal ought to be enacted at all. Educational reasons also argue against the use of legislative intent as a tactic: it introduces new arguments in the rebuttal stage, it may force the negative to abandon good arguments because the affirmative clarified too late in the debate, and it encourages the use of ambiguous language in formulating a proposal. (TJ)

ED 172 291 CS 502 552

Williams, Tannis MacBeth And Others
Content Analysis: Television.
Pub Date-May 79
Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, Characterization, Commercial Television, Content Analysis, Cross Cultural Studies, *Programing (Broadcast), *Television, *Television Research, *Violence
Identifiers-*Canada

Content analyses of the depiction of aggression and images of reality on Canadian television were performed on 109 program tapes of top-rated Toronto programs. Content was coded in terms of global messages communicated, character portrayals, context and setting of the program, amount and nature of conflict portrayed, and detailed information on incidents of aggression. Aggression was defined as any behavior that could inflict either physical or psychological harm, and included explicit and implicit threats, nonverbal behaviors, and verbal abuse. Results were as follows: there were 18.5 acts of aggression per program hour; situation comedies led in nonphysical aggression, which, portrayed as funny, excessively distorted patterns of human interaction; aggression was incidental to plot; physical consequences of aggression were seldom shown; aggression, violence, and certain methods of conflict resolution were portrayed almost exclusively and milder forms of conflict and more constructive methods of resolution were rarely seen; characters were most often male, white collar, socially isolated, white, English-speaking North Americans; and police officers were commonly depicted engaging in violent behavior. In comparison to United States findings, Canadian programing was less aggressive in general but slightly higher in verbal/psychological aggression. (DF)

Metallinos, Nikos

Biometric Research in Perception and Neurology Related to the Study of Visual Communication.

Pub Date-Mar 79
Note-21p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Dallas, Texas, March 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cerebral Dominance, *Cognitive Development, *Communication (Thought Transfer), Discrimination Learning, *Neurology, *Perception, Research, *Visual Perception
Identifiers-*Communication Research

Contemporary research findings in the fields of perceptual psychology and neurology of the human brain that are directly related to the study of visual communication are reviewed and briefly discussed in this paper. Specifically, the paper identifies those major research findings in visual perception that are relevant to the study of visual communication in regard to the key variables in picture perception, examines those key neurological and neurophysiological findings that relate to the study of images insofar as the hemisphere specializations of the brain are concerned, and provides some examples and suggestions for empirical research in visual communication drawn from the review of the few key studies that now exist in the field. (Author)

ED 172 293 CS 502 554

Williams, Tannis MacBeth

The Impact of Television: A Natural Experiment Involving Three Communities.

Pub Date-May 79

Note-27p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aggression, Behavior Change, Changing Attitudes, Childhood Attitudes, *Children, *Cognitive Development, Community Involvement, Cross Sectional Studies, Elementary Education, Foreign Countries, Longitudinal Studies, *Reading Skills, Sex Role, *Television Research, *Television Viewing

Identifiers-Canada, *Media Effects

The five research papers that comprise this document report on research into the impact of the inception of television reception on residents of a Canadian town, "Notel." The introductory section tells how Notel and two other similar Canadian towns that already had television reception were studied just before Notel received television reception in 1973, and again two years later; the section also explains the cross-sectional and longitudinal comparisons that were made in the research. The research papers separately outline findings on the impact of television on children's aggressive behavior, reading skills, cognitive development, and sex role perceptions, as well as on residents' participation in community activities. The findings presented suggest that television viewing may result in the following: increases in children's physical and verbal aggression; decreases in reading skills, varying by sex and grade level; decreases in some cognitive skills; formation of more traditional sex role attitudes; and decreases in participation in community activities. (GT)

ED 172 294 CS 502 555

Hensley, Wayne E. Angoli, Marilyn

Message Valence, Familiarity, Sex and Personality Effects on the Perceptual Distortion of Height.

Note-15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Body Height, *Communication (Thought Transfer), Higher Education, *Interpersonal Relationship, *Perception, *Psychological Studies, Speech Communication

Identifiers-*Communication Research

This study examined the effects of message valence, familiarity, and communicator sex on the perceptual distortion of height. Additionally, the relationships of self-esteem and independence of judgment to perceptual distortion were studied. A group of 139 volunteers from a basic communication course were randomly assigned to one of the eight conditions of the study. Results indicated that familiarity with the message source and the sex of the communicator were predictors of the perceptual distortion of height. (Author)

Schrag, Calvin O.
A Phenomenological Perspective on Communication.
Pub Date-May 79
Note-14p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Humanities, *Humanization, *Philosophy, *Research Methodology, Social Science Research, *Social Studies, *Speech Communication
Identifiers-Husserl (Edmund), *Phenomenology

Phenomenology, a constantly renewed effort to see the world in a nonreductive and originative way, is useful in bringing about radical reflection on the phenomenon of communication as a human science. A human science is both a scientific and a humanistic endeavor; it is necessary to return to the phenomena under investigation and to permit them to guide methodological designs to guard against the primacy and absolutization of method. The human sciences must be kept from being severed from their prescientific origins in the concrete life-world of experience. Among human sciences, communication enjoys a favored position to maintain its grasp on the human point of view. The common ground of philosophy and communication science is communicative behavior as this finds its point of origin in the concrete dialogic encounter. Through the dialectical interchange between partners in a communication, shared meanings are produced. Meaning comes to presence in the world in the event of an undivided concreteness of one self with another. Winning arguments and collecting information are secondary to the function of language on the originative level as an object to which conversational partners are directed, considering the weight of one another's opinion. (DF)

ED 172 296 CS 502 557

Putnam, Linda L.

Procedural Messages in Small Group Interaction.

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Problems, Communication Skills, *Group Dynamics, Group Relations, *Interaction, *Interaction Process Analysis, *Organizational Communication, Research, *Task Performance

Identifiers-*Communication Research

Three studies were conducted to ascertain the relationship between predisposition for group work climate and the types of procedural messages that group members employ. In the studies, expectations about group work procedures fell into two categories: high procedural order (HPO) and low procedural order (LPO). Each category consisted of four properties. For HPO the properties were use of planned, sequential patterns for organizing tasks; concern for time management; an emphasis on regular procedures; and an emphasis on clarifying procedures. The four LPO properties were use of chain-association patterns for developing ideas, flexibility in establishing and changing plans, oblivion to time constraints, and vacillation between task and socioemotional issues. Individual expectations for group work climate were derived from scores on the Group Procedural Order Questionnaire (GPOQ). In the first study, analysis of interaction across six small-group meetings demonstrated that HPO subjects initiated HPO statements, while LPO subjects generated socioemotional ones. In the second study, HPO subjects surpassed LPO ones in their use of procedural clarification acts, their application of goal-related statements, and their reliance on general headings to introduce new topics. In the third study, LPO subjects employed a high frequency of interruptions, multiple-conversations, and topic changes, whereas HPO members produced messages that pertained to agendas, lists of alternatives, and task deadlines. (FL)

Page, Bill
Rhetoritherapy Versus Behavior Therapy: Issues and Evidence.
Pub Date-May 79
Note-12p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Behavior Change, Communication (Thought Transfer), Desensitization, Evaluation Methods, *Speech Communication, *Speech Evaluation, Speech Habits, Speech Pathology, Speech Skills, *Speech Therapy
Identifiers-*Communication Apprehension, *Reticence

Two theoretical schools have emerged within the field of communication focusing on the alleviation of dysfunctional communications such as speech anxiety, communication apprehension, and speech reticence. The communication anxiety-behavior therapy school regards excessive anxiety to be a primary factor in dysfunctional communication. This school asserts that anxiety is a learned response susceptible to unlearning, that excessive anxiety during or in anticipation of communication leads to ineffectiveness, that behavior therapy is effective in reducing anxiety, and that communication teachers are qualified to implement such therapy. The speech reticence rhetoritherapy school holds that reticent persons perceive themselves to gain more by remaining silent than by participation. The position of this school is that communication teachers should implement rhetoritherapy programs to treat dysfunctional communication rather than programs to alleviate anxiety since anxiety is not the basis of dysfunctional communication, treating anxiety is the province of psychiatry, eliminating anxiety would also reduce motivation, and rhetoritherapy is a more effective treatment. A practical directive emerging from the perspectives of these two schools is that mass treatment programs without careful individual screening would unduly risk additional failures for troubled persons. (DF)

ED 172 298 CS 502 559

Kelly, Margie
The Supreme Court's Search Ruling.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-403
Pub Date-Apr 79
Note-8p.; References may not reproduce well due to small type
Pub Type- Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Civil Liberties, Courts, *Freedom of Speech, *Journalism, Legal Problems, News Media, Newspapers, Police Action, Press Opinion, *Privacy, *Search and Seizure, *Supreme Court Litigation
Identifiers-Zurcher v the Stanford Daily

The 1971 police search of a newspaper office led to the United States Supreme Court's "Zurcher v The Stanford Daily" decision that newspaper offices can permissibly be searched if it is believed that they contain

materials that relate to an ongoing criminal investigation. This decision has been viewed by the press as an attack on First Amendment protections, as a threat to the confidentiality of sources, as an invitation to police to use newsrooms as sources of information for investigations, and as a threat to the newspaper's role as watchdog on government and law enforcement. Since that decision, 12 to 15 searches have been conducted, lasting as long as 20 hours. Specific guidelines for newspaper offices to mitigate the effects of police searches include the following: insist that the warrant be presented to the editor in charge; summon an attorney and stall for time; understand the specific terms of the warrant; insist that police officers restrict themselves to precisely what is sought in the warrant; keep confidential materials in a safe or at home; use code names for sources; refrain from discarding notes; destroy unprinted photos immediately after running stories; cover the newsroom incident as a news story with photos; and insist on receipts for all items taken. (DF)

ED 172 299 CS 502 560

Deming, Caren J.
Two Dream Machines: Television and the Human Brain.
Pub Date-May 79
Note-32p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Information Processing, Media Research, Neurological Organization, *Psychological Studies, *Psychophysiology, *Television
Identifiers-*Dreams

Research into brain physiology and dream psychology have helped to illuminate the biological purposes and processes of dreaming. Physical and functional characteristics shared by dreaming and television include the perception of visual and auditory images, operation in a binary mode, and the encoding of visual information. Research is needed in the following areas: the effects of heavy television viewing on the brain's internal scanning mechanism or firing pattern; the effect of exposure to television's heavily saturated, luminous colors on the colors experienced in dreams; the relationship between experiences in dreaming and viewing by comparing electroencephalographic recordings during rapid eye movement (REM) sleep and during television viewing; the capability of television viewing to stimulate a mental state between waking and dreaming; the relationship between perceptions in dreams and on television and its implications for visual literacy; comparison of dream content to television content; the formulaic, cyclical nature of dreaming and of television programing; and the possibility that television is capable of bypassing conscious processing and implanting images directly into the unconscious. (DF)

ED 172 300 CS 502 562

Annino, Josephine Burghardt, Deborah

The Exportation of U.S. Television Abroad: A Review.

Pub Date-May 79
Note-26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Commercial Television, Communication (Thought Transfer), *Culture Contact, Foreign Countries, Information Sources, *International Relations, *Mass Media, Non Western Civilization, Programing (Broadcast), Telecommunication, *Television, *Television Research, Western Civilization
Identifiers-*Intercultural Communication

An estimated 100,000 to 200,000 hours of television programing per year are exported by the United States and the effects of this programing on other cultures, particularly those in developing nations, have generated concern. The appeal of this programing can be explained by its intended universality: it is produced within a multiethnic culture, is escapist in nature, and is designed for the lowest common denominator.'' It is also being exported to nations for whom the cost of producing original programing is prohibitive. A frequently expressed conviction is that invasive United States programing causes Americanization'' of other cultures; however, this concept is undefined and research has not presented any conclusive evidence about it. While television is clearly active in the modernization of developing cultures, it is not clear whether the values and artistic traditions of a society will necessarily make way for Western popular culture. (DF)

ED 172 301 CS 502 563

Theye, Larry D. Seiler, William J.

Interaction Analysis in Collective Bargaining: An Alternative Approach to the Prediction of Negotiated Outcomes.

Pub Date-May 79
Note-46p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Collective Bargaining, *Communication (Thought Transfer), Communication Skills, Group Behavior, Interaction, *Interaction Process Analysis, *Research Methodology, *Systems Approach
Identifiers-*Communication Research

In a study to seek an alternative methodological approach to collective bargaining research, an interaction model based upon a systems approach to small group communication was used to observe, record, and quantify the communication behavior of teacher/school board negotiators. Specifically, the study sought to determine whether the interaction among groups that reached consensus was characterized by more positive responses than was the interaction among groups that did not reach agreement, and to determine whether predictable phases of interaction emerged among groups that reached consensus but not among those groups that did not. The results indicated that interaction among bargaining groups that reached consensus was characteristically positive; interaction among groups that failed to do so was characteristically negative. No conclusions were reached about phase movements in bargaining. The findings suggest that a bargaining research model that views negotiation as a form of small group problem solving and focuses on communication interaction can provide insight into bargaining behavior. (FL)

ED 172 302 CS 502 564

Johnson, Fern L.

Communication with Children: Toward a Healthy Construction of Communicative Roles.

Pub Date-Apr 78

Note-18p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 13-16, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Androgyny, *Child Development, *Communication (Thought Transfer), *Concept Formation, Early Childhood Education, Elementary Education, *Family Influence, Family Relationship, Interaction, Language Development, Perspective Taking, *Role Perception, Self Concept, Sex Role, *Sex Stereotypes

The family system a primary locus in the formation of meaning for children should encourage the healthy construction of communicative roles. What children learn about interaction is contingent on two processes, both central to the symbolic interaction perspective: role-taking and role-making. Role-taking is the ability to transcend an egocentric perspective, while role-making involves the translation of role-taking into concrete means for realizing the behavioral choices that constitute interaction. Within the perspective of role-taking and role-making, a child learns both primary forms and primary contents of communication. Two primary forms of communication, identified by Basil Bernstein, are position-oriented, in which families are closely tied to restrictive codes, and person-oriented, in which families encourage open communication systems. The primary contents of communication relate to the genderizing of self and others. The concept of gender appropriateness, taught to children through communication with them, affects the development of children's self-concept and imposes constraints on their communicative roles. The clearest avenue open for the deemphasis of gender as a primary content of communication lies in a move toward androgyny. Families should aim at a person-orientation that gives reason to communicative behavior in terms of humanity rather than gender. (GT)

ED 172 303 CS 502 565

Frye, Jerry K.

Teaching Political Communication Designed for Undergraduates: A Pragmatic Approach.

Pub Date-May 79

Note-13p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Course Content, *Experiential Learning, Higher Education, Information Dissemination, Mass Media, Media Research, News Media, Newspapers, Political Attitudes, Political Influences, *Politics, Speech Communication, *Teaching Methods, Television

A pragmatic approach may be used in teaching undergraduate courses in political communication. The design of such a course takes account of departmental, university, and community contexts, and focuses on the following six approaches: single figure or single issue; genre; media exploitation; print media; electronic media; and candidate image. The 1980 presidential campaign can be used as a situation for studying such media as television, radio, newspapers, magazines, billboards, posters, bumper stickers, leaflets, personal appearances, speeches, rallies, and local groups. Activities for such a course might include studying network special news reports and inviting candidates to present personally their views on various issues. (DF)

ED 172 304 CS 502 566

Martin, Donald R.

Red Scare Rhetoric: A Weaverian Perspective.

Pub Date-May 79

Note-30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Persuasive Discourse, *Political Attitudes, Political Influences, Politics, *Public Opinion, *Rhetoric, Rhetorical Criticism, *Social Problems, *United States History

Identifiers-McCarthy (Joseph), Weaver (Richard M)

An analysis of political rhetoric from a perspective suggested by the theories of Richard M. Weaver indicates that during the post-World War I and post-World War II eras, the United States experienced interplays of sociohistorical variables that prevented the nation from rapidly returning to a tension-free experience of peacetime living. Unemployment, inflation, labor unrest, passions for ideological conformity, and fears of Bolshevism as an international menace served as external stimuli representing danger and preventing the nation from returning to ``normalcy.'' The rhetoric of A. Mitchell Palmer and Joseph R. McCarthy established superficial links between the external stimuli. The ``spacious'' stylistic qualities of each of these men's discourse welded these components into cohesive relationships that, in an oversimplified way, enabled blame to be laid on single causes; for Palmer, the cause was the radical alien, and for McCarthy, it was Communist activity in the Federal government. The rhetoric of both men lost effectiveness as a political tool when there ceased to be external stimuli that represented danger to the United States. (DF)

ED 172 305 CS 502 567

Cobb-Reiley, Linda

Minority Voices in the Marketplace of Ideas: A Case Study of Women and the Fairness Doctrine.

Western Speech Communication Association.
Note-14p.
Journal Cit-Freedom of Speech Newsletter; v5 n2 p3-13 Jun 1979
Pub Type- Historical Materials (060) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, *Broadcast Industry, Communication (Thought Transfer), *Court Cases, Federal Legislation, *Females, Information Dissemination, Media Research, *Programing (Broadcast), *Sex Discrimination, Sex Fairness, Sex Role, Sex Stereotypes, *Television
Identifiers-*Fairness Doctrine, Federal Communications Commission, National Organization for Women

The fairness doctrine was established by the Federal Communications Commission (FCC) to promote public debate over the media and to ensure that opposing viewpoints be heard on issues of public importance. To change the image of women as portrayed in the mass media, the National Organization for Women (NOW) focused on television because of the pervasive influence and effect it was assumed to have on the public. In 1971, NOW launched a campaign to monitor both network and local television broadcasting across the country. On the basis of these data, NOW filed petitions in 1972 against the license renewals of two television stations for, among other objections, their alleged failure to comply with the requirements of the fairness doctrine. NOW argued that the role of women in society is a controversial issue of public importance, but that these stations presented only one side of the issue in their programing, which portrayed women as primarily valuable for their supportive services and physical attractiveness. The FCC rejected NOW's petitions without benefit of an evidentiary hearing. While agreeing that entertainment programing could raise controversial issues, the FCC concluded that the fairness doctrine applied only if the programing amounted to "advocating a position" on the issue. (DF)

ED 172 306 CS 502 568

Kim, Young Yun

Mass Media and Acculturation: Toward Development of an Interactive Theory.

Pub Date-May 79
Note-18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, *Adjustment (to Environment), *American Culture, Communication (Thought Transfer), Cultural Exchange, Cultural Pluralism, Culture Contact, *Immigrants, Information Dissemination, *Mass Media

An integrated, interactive theory of mass media communication and the acculturation process of immigrants challenges the traditional linear assumption that media communication is a stimulus to which immigrants' acculturation is a response. The acculturation process is a natural process of adaptation, occurring in and through communication; it is the process of acquiring the communication mode of the host society. The acculturation process is interactive and continuous, evolving in and through the communication of an immigrant with the new environment. The subsystems of the host society that are of direct and significant functional relevance to an immigrant's daily life are the most influential in the acculturation process. The role of mass media in this process is to provide cultural information beyond the immigrant's immediate environment. The media role is dependent on the receptivity of the immigrant, and is more limited than are the roles of personal and interpersonal communication in regulating immigrant behavior. Mass media works with interpersonal communication to reinforce acculturation and its influence is particularly strong during the initial phase of that process. (DF)

ED 172 307 EA 011 233

Ross, Doris

Cuebook. State Education Collective Bargaining Laws.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.-ECS-F-78-9

Pub Date-Oct 78

Note-68p.; Not available in paper copy due to small print of original document

Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Arbitration, *Collective Bargaining, Elementary Secondary Education, Glossaries, Grievance Procedures, Higher Education, *Labor Legislation, Labor Problems, Middle Management, Negotiation Agreements, Negotiation Impasses, School Personnel, State Agencies, *State Legislation, Teachers

Identifiers-Open Meetings

The purpose of this booklet is to provide, in chart form, a comparative overview of state laws for public employee bargaining that affect one or more levels of public education personnel at one or more levels of education. A short introductory section explains provisions listed in the chart as well as other important provisions of bargaining laws. The chart contains information about each state law's provisions for coverage, employee groupings for bargaining purposes, provisions regarding middle-management personnel, agency charged with responsibility for the major administration of collective bargaining laws, scope of bargaining, impasse procedures, grievance procedures, procedures for dealing with unfair practices, open meeting provisions, specifications for form and deadlines of agreements, and other comments. Appendices contain examples of provisions in state public employee collective bargaining laws, and a glossary. (Author/JM)

ED 172 308 EA 011 241

Piele, Philip K. Smith, Stuart C.

Directory of Organizations and Personnel in Educational Management. Sixth Edition.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-80p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 ($5.95)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Consultants, *Directories, Educational Administration, *Educational Researchers, Elementary Secondary Education, Management, Organizations (Groups), Professional Associations, *Research and Development Centers, Research Coordinating Units

As in past editions, ``educational management'' is defined to include all aspects of the leadership, administration, and structure of public and private educational organizations and the provision of facilities for their operation. This is the first edition, however, in which the directory's scope has been limited to elementary and secondary education. Also eliminated from this edition is research on administration of career education and health education. Despite a narrowing of the directory's scope, the number of organizations and researchers listed marks a slight increase over the previous edition. Organizations increased to 162, researchers to 520. The organization listing is designed to guide users to sources of information. For this reason, each organization's policy for supplying information or publications is indicated. The directory includes both organizations engaged in research and development and those providing services such as disseminating information, providing consultation, promoting exchange of ideas, and conducting workshops. The personnel section is meant to facilitate communication among researchers who can use the listing to locate others doing similar or related research. Only individuals conducting pure or applied research on topics in educational management or engaged in documentation efforts are included. (Author/IRT)

ED 172 309 EA 011 249

Lincoln, William F., Ed. Enos, Sandra L., Ed.
Is That Really Fair?''
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Apr 78
Contract-NIE-P-77-0275
Note-294p.
Pub Type- Reports - Research (143) - Opinion Papers (120) - Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Board of Education Role, Court Litigation, Due Process, Elementary Secondary Education, *Grievance Procedures, School Integration, State Programs, Student Participation, *Student Rights, *Student School Relationship
Identifiers-Ferguson Florissant Reorganized School District MO

Adequate grievance procedures for use by students are still relatively uncommon in public schools. A survey of a limited number of specialists in student grievance processes, designed to indicate the range of thinking in the field rather than to find a consensus, showed general agreement that due process and legitimate grievance channels are needed, but revealed a variety of opinions concerning grievability, outside review, student and parent participation, and implementation strategy. Robert McKay claims that adequate grievance procedures could alleviate the adversary relationship growing between students and schools. Paul Alphen discusses the concerns and roles of boards of education in grievance policies, including implementation and the effects of such policies on teacher contracts, program costs, and costs of court litigation. William Clifton argues that it is the state's duty to develop effective statewide grievance policies and oversee their application. Staff members from the Center for Community Justice analyzed six grievance processes used in junior and senior high schools and found all lacking. They recommend seven specific elements for inclusion in grievance procedures. Daniel Monti and James Laue discuss the failure of a court-approved grievance process in a Missouri district undergoing desegregation. Donald Murphy enumerates implementation strategies and tactics. (Author/PGD)

ED 172 310 EA 011 260

Herring, J. Donald

Behavioral Theories of Negotiations and Their Relation to Public Employee Bargaining.

Pub Date- Aug 77

Note-14p.; Paper presented at the National Conference of Professors of Educational Administration (31st, Eugene, Oregon, August 14-19, 1977)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, *Collective Bargaining, *Government Employees, Motivation, Negotiation Agreements, Negotiation Impasses

Identifiers-McKersie (R B), Trust, Walton (R F)

Recent research and theory on collective bargaining focuses on bargaining attitudes and behaviors. Walton and McKersie divided all bargaining into distributive and integrative. Distributive bargaining is competitive and based on an assumption of conflict of interest. Integrative bargaining is cooperative and based on the theory that power can be created rather than merely divided. They also defined intraorganizational bargaining as bargaining done within one bargaining group rather than across the table. This intergroup bargaining is usually done before actual collective negotiations begin. Walton and McKersie in their attitudinal structuring model identified four attitudinal dimensions to bargaining: motivational tendencies, beliefs about legitimacy of the other party, level of trust, and degree of friendliness. Herring found that those bargaining teams who come to closure most rapidly and with the least amount of negative feelings were those that consciously kept themselves on the task. Later researchers concentrated on the relationship between attitudes of the bargaining parties and bargaining impasse and agreement. From this research, it appears that there is a positive relationship between attitudinal structuring and the evolving behavior patterns in negotiations. The more positive the attitude, the greater the chance that the negotiations will evolve in an integrative fashion, even on those items that are by definition distributive. (Author/JM)

ED 172 311 EA 011 270

Piele, Philip K., Ed.

The Yearbook of School Law 1978.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-353p.; For individual chapters, see EA 011 271-277; For related documents, see ED 088 228, ED 100 009, ED 114 957, ED 127 671, and ED 145 553

Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, Kansas 66606 ($11.95; quantity discounts)

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Boards of Education, *Collective Bargaining, Court Cases, *Court Litigation, Educational Finance, Elementary Secondary Education, *Employees, Federal Court Litigation, Governance, School Buildings, *School Law, Students, Supreme Court Litigation, Teachers, Torts

This edition of the yearbook includes all state appellate and federal court cases relevant to elementary and secondary education decided during the 1977 calendar year and reported in the General Digest as of March 1978, as well as any 1976 cases that were not reported in the 1977 Yearbook. The book provides a comprehensive and objective summary and analysis of state supreme court and federal court decisions that affect the governance, management, and operation of the schools. The summary of these decisions in chapters on governance, employees, collective bargaining, pupils, tort liability, finance, and property constitutes a concise annual reference useful to administrators, teachers, attorneys, school board members, and others affiliated with public and private schools. (Author/LD)

ED 172 312 EA 011 271

Moran, K. D.

Governance.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-47p.; Chapter 1 of ``The Yearbook of School Law'' (EA 011 270); For related documents, see EA 011 270-277
Available from-Not available separately; See EA 011 270
Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Bias, Board of Education Policy, *Boards of Education, *Court Litigation, Educational Legislation, Elections, Elementary Secondary Education, Employer Employee Relationship, *Governance, State Agencies, State Boards of Education, Student Rights, Students, Student Transportation, Teachers

School boards in 1977 produced a significant amount of litigation while at the same time a significant amount of litigation was produced against individual board members themselves. This chapter discusses those court cases related to governance of public education by school boards. Topics discussed include board bias in the wake of Wood v. Strickland; state boards of education and other governmental agencies; the powers and duties of school boards; policy questions related to school board actions; the public's right to know; conflicts of interest; bids and contracts; district election; district reorganization; and transportation of students. (Author/LD)

ED 172 313 EA 011 272

Delon, Floyd G.

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-85p.; Chapter 2 of "The Yearbook of School Law" (EA 011 270); For related documents, see EA 011 270-277

Available from-Not available separately; See EA 011 270

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Boards of Education, Civil Liberties, Constitutional Law, *Court Litigation, *Due Process, Elementary Secondary Education, *Employees, *Equal Opportunities (Jobs), Freedom of Speech, Leave of Absence, Reduction in Force, Seniority, Teacher Certification, *Teacher Discipline, *Teacher Dismissal, Tenure

Identifiers-Mount Healthy Community School District v Doyle

While the nature of disputes between school employees and employers remained constant in 1977, the number of cases increased to 300. This chapter discusses some of those cases including Mt. Healthy Community School District v. Doyle, a key decision on employee substantive constitutional rights. General topics covered include discrimination in employment, dismissal and discipline of employees, tenure and seniority, substantive and procedural due process, academic freedom, deprivation of rights, remedies for improper board action, salary disputes, leaves of absence, and retirement. (Author/LD)

ED 172 314 EA 011 273

Jascourt, Hugh D.

Collective Bargaining.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-52p.; Chapter 3 of ``The Yearbook of School Law 1978'' (EA 011 270); For related documents, see EA 011 270-277

Available from-Not available separately; See EA 011 270

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Collective Bargaining, Constitutional Law, Contracts, *Court Litigation, Elementary Secondary Education, Employer Employee Relationship, *Grievance Procedures, Higher Education, Labor Legislation, Labor Unions, Negotiation Agreements, Teacher Associations, Teachers, Teacher Strikes, Unions

This chapter deals with the legal process by which employers and employee organizations discuss matters related to employment. The chapter is organized to reflect the initial sequence of events in the collective bargaining process. Cases are reported and analyzed in 10 sections: constitutional issues, authority to bargain in the absence of statute, recognition of unions and representation problems, rights and obligations of exclusive bargaining representatives, the scope of bargaining, grievances, the effect of the legislative process, impasse and dispute resolution, picketing and strikes, and practices of public employment relations boards. (Author/LD)

ED 172 315 EA 011 274

Wedlock, Eldon D., Jr. Potter, Alice D.

Pupils.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-39p.; Chapter 4 of ``The Yearbook of School Law 1978'' (EA 011 270); For related documents, see EA 011 270-277

Available from-Not available separately; See EA 011 270

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Athletic Programs, Corporal Punishment, *Court Litigation, Discipline, Elementary Secondary Education, Handicapped Students, Parochial Schools, Private Schools, *Racial Discrimination, *School Integration, *Student Rights, Students, *Tuition

Identifiers-Ingraham v Wright

Although few cases involving pupils were decided by the U.S. Supreme Court in 1977, the justices did wrestle with the question of public aid to private and parochial schools, resulting in split decisions and one plurality upholding the rights of students to receive public financial and material assistance. The Court also handed down its long-awaited decision in Ingraham v. Wright, sanctioning the decisions of schools to administer corporal punishment as a valid disciplinary measure. Litigation involving the rights of handicapped and exceptional children decreased from 1976, and the Court's responses to First Amendment claims by pupils showed mixed results. Other cases discussed in this chapter come under the headings of state athletic and activity associations, school assignment and tuition, search and seizure, suspensions and expulsions, discrimination, and conscientious beliefs of parents. (Author/LD)

ED 172 316 EA 011 275

McCarthy, Martha M.

Tort Liability.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-32p.; Chapter 5 of "The Yearbook of School Law 1978" (EA 011 270); For related documents, see EA 011 270-277

Available from-Not available separately; See EA 011 270

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Accidents, Civil Liberties, *Court Litigation, Elementary Secondary Education, *Injuries, Legal Responsibility, Students, Teachers, *Torts

A tort is defined as a civil wrong, independent of breach of contract, that results in injury to another person who is entitled to collect damages. The array of cases handed down in 1977 indicates that the tort domain of education law remains heavily litigated. This chapter shows that student injury cases continue to dominate, although constitutional tort cases are rapidly increasing in number. The discussion of negligence in this chapter is organized by the location of incident gym, shop, art, and science classes; school cafeterias, grounds, buildings, and buses; and while a student is enroute to and from school. Also discussed in this chapter are nonstudent injuries, educational malpractice, negligence, defenses, liability insurance, nuisance, defamation, assault and battery, and constitutional torts. (Author/LD)

ED 172 317 EA 011 276

Rossmiller, Richard A.

Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-14p.; Chapter 6 of "The Yearbook of School Law 1978" (EA 011 270); For related documents, see EA 011 270-277

Available from-Not available separately; See EA 011 270

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Constitutional Law, *Court Litigation, Educational Finance, Elementary Secondary Education, *Equal Education, Equalization Aid, *Nonpublic School Aid, Private Schools, *Resource Allocations, School Districts, School Funds, *School Taxes, State Aid

Two constitutional issues continued to dominate litigation related to school finance during 1977. Questions concerning the spending of public funds for the benefit of students attending private schools (for example, Wolman v. Walter) continued to arise in both state and federal courts. Also, cases involving the constitutionality of state school finance programs were decided in the state courts. For example, Connecticut joined the growing list of states in which an existing state support program was found unconstitutional. Other cases covered in this chapter include issues involving school taxation and spending. (Author/LD)

Piele, Philip K.
Property.
National Organization on Legal Problems of Education, Topeka, Kans
Pub Date-78
Note-29p.; Chapter 7 of "The Yearbook of School Law 1978" (EA 011 270); For related documents, see EA 011 270-276
Available from-Not available separately; See EA 011 270
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Boards of Education, *Bond Issues, Constitutional Law, *Contracts, *Court Litigation, Elementary Secondary Education, *School Buildings, *School Construction, School Zoning, Voting

Numerous cases in this year's chapter dealt with the same topics of previous years contracts and bids for building construction, and detachment and annexation of a portion of a school district. The courts continued to attribute board discretionary authority to school boards in school property matters. Intergovernmental disputes over ownership or control of certain property showed a rise. A number of cases this year involved taxpayer challenges to the outcome of school bond referenda. For the first time this year, two cases involving local zoning were reported. Also appearing for the first time were cases dealing with the legality of board affirmative action policies involving contractors or subcontractors bidding on school construction. Two other issues covered in this chapter include school closures and disposition. (Author/LD)

ED 172 319 EA 011 620

School Closing. The Best of ERIC Clearinghouse on Educational Management, Number 48.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Building Conversion, *Cost Effectiveness, Declining Enrollment, Elementary Secondary Education, Facility Utilization Research, *Planning, *School Closing, *School Community Relationship, Shared Facilities

The closing of a school is a difficult step for everyone involved. In this review, 11 entries in the ERIC system about school closing are summarized. Included are suggestions for administrators to involve the community in the decision-making, and alternative uses of school buildings. Case studies are included that highlight how school districts have handled the school closing problem. (MLF)

ED 172 320 EA 011 635

Teachers' Pay.

International Labour Office, Geneva (Switzerland).

Pub Date-78

Note-105p.

Available from-International Labour Office, Washington Branch Office, 1750 New York Avenue, N.W., Suite 330, Washington D.C. 20006 ($7.45; quantity discounts)

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Comparative Analysis, Educational Economics, Elementary Secondary Education, *Foreign Countries, Salary Differentials, *Teacher Salaries

This study, undertaken at the request of the Joint International Labour Office/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers, examines the earnings of teachers in a worldwide context. Drawing on material relating to the public sector of education in over 70 countries, it considers successively the methods used and the procedures followed to determine teachers' pay; the criteria that affect levels of pay between different categories of teachers and the general level of teachers' pay in relation to that of other occupational groups; the different elements that make up teachers' pay (the basic salary scale and the adjustments made in recognition of special responsibility, overtime, teaching in special types of schools, extracurricular work, teaching in isolated areas, and so forth); and the methods by which teachers' pay is adjusted to changes in the cost of living. Finally, the study attempts to make an international comparison of the relative levels of teachers' earnings in a number of countries in different parts of the world and to examine changes over the past few years in those relative levels and in the purchasing power of teachers' earnings. (Author/PGD)

ED 172 321 EA 011 645

Energy Sources, Costs and Availability. Technical Report No. 1 of a Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.
Pub Date-Nov 78
Note-38p.; For related documents, see EA 011 646-651
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Costs, *Depleted Resources, Elementary Secondary Education, *Energy, *Energy Conservation, *Fuel Consumption, *Fuels, School Calendars, Utilities
Identifiers-New York

The first in a series of reports consolidates data about energy sources and extrapolates that information to the problems and expenses that New York has and will experience in heating public schools. A presentation of national energy consumption is followed by an examination of the availability of potential alternatives to petroleum and natural gas. An examination of regional energy resources and usage shows that the state of New York is well above the national average in its dependence on oil and, because of the extreme temperature ranges, the nation's pessimistic outlook on energy availability and cost is even more severe for the state. An analysis of forces and factors leading to the current situation follows. The effect of cost on energy sources is discussed and times required to complete facilities for standard sources of energy and alternative energy sources are projected. The last section of the report presents data concerning energy consumption in the school building and the effect of calendar options on total energy consumption. An extensive bibliography concludes the report. (Author/MLF)

ED 172 322 EA 011 647

School Calendars and Energy Use. Technical Report No. 3 of a Study of School Calendars. A Study of the Energy Implications of Nine School Calendars in "Typical" New York State Elementary Schools.

Educational Facilities Labs., Inc., New York, N.Y.; New York State Education Dept., Albany. Div. of Research.
Spons Agency-Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.
Pub Date-May 78
Note-54p.; For related documents, see EA 011 645-651; Some appendices may not reproduce clearly
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Climatic Factors, Computer Programs, Elementary Education, *Energy Conservation, Extended School Day, Extended School Year, *Fuel Consumption, School Buildings, *School Calendars, *School Schedules, *Simulation, Year Round Schools
Identifiers-New York

This study, the third in a series of reports, is limited to an analysis of the energy use and cost implications of nine school calendars proposed by the New York State Department of Education. These calendars are characterized as (1) traditional; (2) ten-month school year; (3) mid-August start, two semesters; (4) four-day week; (5) four-day, 7.5 hours; (6) four- and five-day weeks; (7) twelve-month, multiple variations; (8) five eight-week learning periods; and (9) 45-15 rotation. The factors of daily weather, schedule of operation, and building characteristics were combined to simulate the actual operation of the typical school in each climate for each calendar. The magnitude of the variations was small with only the four-day, 7.5 hour calendar producing more than a 10 percent change in all four climates. Given the slight differences between the various calendars observed, the study concludes that it would be difficult to make a strong case for one calendar over the others on the basis of its energy saving potential. (Author/MLF)

ED 172 323 EA 011 648

Energy Saving Practices in Schools. Technical Report No. 4 of a Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.
Pub Date-Nov 78
Note-10p.; For related documents, see EA 011 645-651
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Energy Conservation, *School Buildings, School Calendars, School Schedules
Identifiers-New York

The fourth in a series of reports in a review of materials pertaining to what schools within and outside New York state are doing to save energy. In addition to inhouse memoranda, resource material included letters, studies, and publications received from other local, state, and federal agencies; from private firms and associations; and from the educational news media. As a result of this review, a compilation was made of the types of assistance that are provided in the schools from outside organizations. The first section of this report highlights some of the types of assistance along with selected cross-references to persons who have provided such assistance to local schools. The second section summarizes conservation methods that are in actual use in schools throughout the nation. (Author/MLF)

ED 172 324 EA 011 649

Learning, Retention and Forgetting. Technical Report No. 5 of a Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.
Pub Date-Nov 78
Note-98p.; For related documents, see EA 011 645-651
Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Achievement Tests, Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, *Learning Processes, Learning Theories, *Memory, Remedial Instruction, *Retention, *Retention Studies, *School Calendars, *School Schedules
Identifiers-New York

This fifth in a series of reports concerning school calendars examines the literature about learning, retention, and forgetting. The emphasis is necessarily on "time," as that is the major variable among calendars. Theories of memory are described: (1) storage and retrieval, and (2) imprint and trace decay. Relative to forgetting, a secondary concomitant is interference. The functioning of interference with retention and forgetting is explained. The report points up differences in the learning rates of advantaged and disadvantaged children. It also shows the summer losses that disadvantaged children have when the schools are closed for the summer. The appendix summarizes representative forgetting and retention studies. (Author/MLF)

ED 172 325 EA 011 650

Teacher Attendance Patterns. Technical Report No. 7 of a Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.
Pub Date-Nov 78
Note-11p.; For related documents, see EA 011 645-651
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *School Calendars, *School Schedules, *Teacher Attendance
Identifiers-New York

This report, the seventh in a series concerning school calendars, examines teacher attendance patterns. Pupil attendance falls off from the September high point to reach a low point in February, whereupon the trend is reversed through June. Outside temperature and student patterns are similar. A sample of New York State public school districts was chosen to represent the four major heating degree zones, and rural, suburban, and city community types. From an original sample of 38 districts, 14 supplied the necessary data. About 7,000 teachers are included in the survey. Generally speaking, the teacher attendance pattern does not resemble that of the students. Though both show a decrease for the first three months, the similarity is lost from then to year-end. Too, there is little similarity among the patterns of the degree zone and community type groups. Since teacher attendance seems to be so little related to time of year and to yearly temperature patterns, it would appear that school calendar changes would have little effect on teacher attendance. (Author/MLF)

ED 172 328 EA 011 654

Langston, Suzanne W.

Illinois Politics of Education: A Case Study of Symbolism and Bargaining.

Pub Date-10 Apr 79

Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Tables I and II may be marginally legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Finance, Elementary Secondary Education, *Finance Reform, Language Usage, *Political Attitudes, Political Influences, Politics, State Legislation, *Symbolic Language

Identifiers-*Illinois, Politics of Education

This study focuses on the political processes involved in the preparation and passage in 1973 of a school finance reform package in Illinois. The author places particular emphasis on how language was used to promote support for the legislation, how partisan politics affected voting patterns in the legislature on this issue, and how legislators depended on the advice of experts among their colleagues in making their decisions. The study reviews the literature relevant to the use of language in policy-setting and to the nature of political structures and processes in Illinois. A historical account of the development of the legislation is presented and the types of pressures placed on the legislators are discussed. The results of the study imply that educational finance reform is a political issue and can be treated pragmatically as such, and that different types of language (including hortatory, legal, administrative, and bargaining, each with different degrees of specificity) are appropriate at different points in the political process. (Author/PGD)

ED 172 327 EA 011 685

Stern, Ralph D., Ed.
The School Principal and the Law.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-252p.; For individual chapters, see EA 011 686-697
Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, Kansas 66606 ($11.95; quantity discounts)
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Administrator Role, *Court Litigation, *Legal Responsibility, *Principals, *School Law, Students, Student School Relationship, Teacher Administrator Relationship, Teachers

This book is a collection of twelve papers concerning the role of the public school principal and the legal decisions he or she is forced to make on the job. The twelve contributors are nationally recognized experts in the field of school law and school administration. Topics covered include legal aspects of a principal's employment; authority over personnel; teacher employment, evaluation, and dismissal; collective negotiations; strikes; substantive and procedural issues of student discipline; student crimes; access to student records; tort liability; managing a school's fiscal resources; and ensuring equality of educational opportunity. (Author/LD)

ED 172 328 EA 011 686

Gluckman, Ivan B.

Legal Aspects of the Principal's Employment.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-12p.; Chapter 1 of The School Principal and the Law'' (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Contracts, *Court Litigation, Due Process, Elementary Secondary Education, *Principals, Teacher Dismissal, Teachers, *Tenure

Principals still are not differentiated from teachers under the law of many states, even though their duties and responsibilities differ. This situation has begun to change as a result of court action by principals at the state level, which is discussed in this paper. Although administrative tenure is rare, it presents special problems when reassignment of an administrator or morality standards violations are at issue. Discussed in detail is job protection afforded principals through their individual contracts and constitutional right to due process. Also discussed are tenure rights in the face of elimination of principalships. Employee status has been a major benefit to principals, the paper concludes, but it can also work to their disadvantage. (Author/LD)

ED 172 329 EA 011 687

Evers, Irving C.

The Principal's Authority Over Assigned Personnel.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-17p.; Chapter 2 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697

Available from-Not available separately; See EA 011 685

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Administrator Role, Cocurricular Activities, *Court Litigation, Elementary Secondary Education, *Principals, Student Teachers, *Teacher Administrator Relationship, Teacher Aides, *Teacher Dismissal, Teachers

The authority of a school principal over teachers, student teachers, teacher aides, and other employees is the subject of this chapter. In order to discharge duties properly, a principal must have the power to enforce prompt obedience to commands. He or she has the inherent authority to curtail any disruptions in the functioning of the school, the paper states. It discusses specific court cases dealing with this inherent authority, especially as regards teachers. Detailed discussion is offered of the assignment of extracurricular activities to teachers and a principal's managerial prerogative to assign them. A short discussion is offered of the hiring and use of student teachers and teacher aides. The paper concludes that as more and varied categories of personnel are assigned to principals, an increasing amount of a principal's time will be spent on personnel matters. (Author/LD)

ED 172 330 EA 011 688

French, Larry L.

Teacher Employment, Evaluation and Dismissal.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-12p.; Chapter 3 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Administrator Role, Contracts, *Court Litigation, Due Process, Elementary Secondary Education, *Principals, Teacher Administrator Relationship, *Teacher Dismissal, *Teacher Evaluation, Teachers, *Tenure

Because teacher evaluation is an ongoing process, school principals must have knowledge of the employment contract, the legal implications regarding tenure, and the applicability of due process. This chapter discusses each of these topics in detail. Since the contract is one of the most important documents acted on by the school board each year, the principal should examine it carefully as it relates to his or her school district and state. An evaluation program is a necessity in order to substantiate a teacher termination effectively, and this paper discusses it in detail. Important court cases related to teacher dismissal in individual states are also discussed, including due process requirements in the case of tenured teachers. The paper concludes that a principal's responsibility for personnel management includes balancing the right of students to competent instructors with the right of public employees to fair treatment. (Author/LD)

ED 172 331 EA 011 689

George, Thomas W.
The Principal and Collective Negotiations.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-15p.; Chapter 4 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Administrator Role, Board Administrator Relationship, *Collective Bargaining, *Court Litigation, Elementary Secondary Education, *Principals, State Legislation, Teacher Administrator Relationship, Teachers

The principal's right to independent bargaining may become increasingly important as more teachers' groups negotiate school district policy directly with boards of education. This chapter discusses the principal's role in collective negotiations and attempts to answer the question of whether a principal is part of management or of the labor-teacher faction. Following a brief discussion of the development of collective negotiations and the variety of items negotiable, the paper considers arguments against the participation of principals in teacher negotiating units. A review of the various state statutes that define the status of a school principal completes the chapter. Suggestions at the end are for an administrative team approach to solving problems and for the use of comprehensive agreements to bring principals into the management process. (Author/LD)

ED 172 332 EA 011 690

Dolnick, Samuel L.

What to Do in the Event of a Strike.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-9p.; Chapter 5 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697

Available from-Not available separately; See EA 011 685

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Administrator Role, Elementary Secondary Education, Planning, *Principals, Teacher Administrator Relationship, Teachers, *Teacher Strikes

The purpose of this chapter is to encourage principals to develop a plan of action in anticipation of a teacher strike at their school. The paper briefly details case histories of strikes between 1962-73. Then it defines the critical role of the principal during and especially after a strike. Finally, specific suggestions for principals are offered such as exerting strong yet benignant leadership, developing a communications network, and protecting the students. The paper concludes that the most challenging period in a principal's professional career could be the aftermath of a strike. Thus a plan of action should be developed so that the students again become the prime consideration in the educational program. (Author/LD)

ED 172 333 EA 011 691

Reutter, E. Edmund, Jr.

Student Discipline: Selected Substantive Issues.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-48p.; Chapter 6 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697

Available from-Not available separately; See EA 011 685

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, *Court Litigation, *Discipline, *Dress Codes, Due Process, Elementary Secondary Education, Federal Court Litigation, Freedom of Speech, *Student Behavior, *Student Publications, Student Rights, Students, Student School Relationship, Supreme Court Litigation

Identifiers-First Amendment, *Tinker v Des Moines Independent School District

Court cases involving student discipline, especially in regard to student publications and dress and appearance, is the subject of this chapter. The introduction discusses the doctrine of in locus parentis, the celebrated Supreme Court case of Tinker, and the minimum essentials for enforcing rules of student conduct. The first half of the chapter on publications considers the procession of student discipline cases that have arisen since 1968. It surveys the restraints put on the content of publications, especially publications containing criticism of school authorities, controversial issues, and obscenity and vulgarity. An array of cases is also discussed concerning the prior restraint school authorities can exercise on the content of publications. The second half of the chapter issues of dress and appearance discusses the question of whether a student can be punished for refusing to conform to a dress code. The mixed opinions evolving from both federal and state courts, primarily concerning male hairstyles and beards, are the basis for discussion. (Author/LD)

Phay, Robert E.

Student Discipline: Procedural Issues.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-48p.; Chapter 7 of ''The School Principal and the Law'' (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Corporal Punishment, *Court Litigation, *Discipline, *Due Process, Elementary Secondary Education, *Expulsion, Federal Court Litigation, Hearings, Lawyers, Student Behavior, Student Rights, *Students, Student School Relationship, Supreme Court Litigation, *Suspension
Identifiers-Baker v Owen, *Goss v Lopez, Ingraham v Wright

This chapter's discussion of student discipline stresses a student's right to due process when he or she is faced with suspension or expulsion from school. To determine procedural requirements, the paper states, a school must examine both the statutes of the state and the requirements imposed by state and federal constitutions. The major topic of this chapter involves expulsions and long-term suspensions, including notice, hearing, counsel, evidence, witnesses, appeal, and the like. Also discussed are short-term suspensions, including student property and liberty interests that evolved out of Goss v. Lopez. Two other court cases surveyed Baker v. Owen and Ingraham v. Wright deal with the issue of corporal punishment. The chapter concludes that, in the requirements of procedural due process, schools are only being asked to act fairly. Such requirements are not meant to deny them full authority to regulate student conduct. (Author/LD)

ED 172 335 EA 011 693

Wetterer, Charles M.

Emergency Situations Involving Alleged Student Crime.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-25p.; Chapter 8 of The School Principal and the Law'' (EA 011 685); For related documents, see EA 011 685-697

Available from-Not available separately; See EA 011 685

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Administrator Role, *Court Litigation, Crime, Elementary Secondary Education, Emergency Programs, *Legal Responsibility, Police School Relationship, *Principals, *School Safety, Search and Seizure, Student Behavior, *Student Rights, Students

This chapter discusses legal ramifications of administrative decisions in schools involving bombs and bomb threats, false fire alarms, searches and seizure, and police investigations in the schools. In the case of bomb threats, the principal and not the police must take the legal responsibility for making the decision of whether or not to evacuate a building and for how long. In the case of false fire alarms, the paper suggests some steps a principal can take to minimize the problem and discourage the abuse. Recent court decisions involving searches of a student's person and locker are also reviewed in depth. Finally, a discussion of the principal's role when police are involved in investigating a student crime points up the importance of protecting students' rights. The paper concludes that a principal should anticipate any legal, physical, and social problems in advance of an emergency by preparing school policy procedures. Thus the principal and his or her staff will be protected against charges of negligence and the rights of each student will be safeguarded. (Author/LDT)

Steinhilber, August W. Resnick, Michael A.
Student Records.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-18p.; Chapter 9 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Administrator Role, Confidential Records, *Disclosure, Elementary Secondary Education, *Federal Legislation, Parents, Principals, *Privacy, School Role, *Student Records, *Student Rights, Students
Identifiers-*Family Educational Rights and Privacy Act 1974

This chapter provides a synopsis of the regulations of the Family Educational Rights and Privacy Act of 1974 and its effect on school recordkeeping policies and procedures. Two basic principles underlie the federal law regarding access to and control over the release of education records, the paper states. They are people's right to know and their right to privacy. Thus, the chapter is divided into two main sections. The first half deals with federal rules of access, including access by parents and students, access limited to education records only, procedures for access, and challenges to the access rules. The second half of the chapter discusses federal rules governing the release of records, including exceptions to the consent requirement and parental consent for third-party use. Notifying parents and students of their rights and enforcing procedures of the law are topics that complete the paper. It concludes that the application of the law relies on school officials' ability to demonstrate good faith and the rule of reason. (Author/LD)

ED 172 337 EA 011 695

Stern, Ralph D.
The Principal and Tort Liability.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 78
Note-16p.; Chapter 10 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, Injuries, *Legal Responsibility, *Principals, Student Rights, Students, *Torts

The emphasis of this chapter is on the tort liability of principals, especially their commission of unintentional torts or torts resulting from negligent conduct. A tort is defined as a wrongful act, not including a breach of contract or trust, which results in injury to another's person, property, or reputation and for which the injured party is entitled to compensation. The paper states that recent trends are redefining and often abolishing the historical concept of a school district's sovereign immunity. Several court cases are reviewed, which raise the question of whether a principal acted in negligence or in good faith in performance of duties. Brief discussions follow concerning the liability connected with school safety patrols and liability involving defamation of character, whether in the form of libel or slander. Completing the chapter is a discussion of liability for deprivation of a student's constitutional rights. The paper concludes that the Anglo-American legal system functions fairly, and the principal who does his or her job conscientiously usually fares very well. (Author/LD)

Strahan, Richard D.
Managing a School's Fiscal and Physical Resources.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-13p.; Chapter 11 of "The School Principal and the Law" (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Court Litigation, Elementary Secondary Education, Income, *Legal Responsibility, *Money Management, *Principals, State Legislation

This chapter surveys a principal's risks and responsibilities in relation to managing school income from the following: co-curricular activities, expenditures for various equipment needs, property inventories, contracts issued for commemorative school items, custodianship of school textbooks, proceeds from merchandising certain items in school buildings, safeguarding office and audiovisual equipment, funds generated by sale of workbooks and other school supplies, and proceeds from admissions to various athletic and social activities. Each of the foregoing, involving the legal responsibility of the principal, are examined in light of the statutory and case law guidelines that are necessary to good building and program management. The paper concludes that many principals report that a majority of their time is spent managing school operations. How efficiently they handle operational problems will be reported on their annual evaluation. (Author/LD)

ED 172 339 EA 011 697

Schwartz, Allen D.
Equality of Educational Opportunity.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-10p.; Chapter 12 of ``The School Principal and the Law'' (EA 011 685); For related documents, see EA 011 685-697
Available from-Not available separately; See EA 011 685
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, *Equal Opportunities (Jobs), *Legal Responsibility, *Principals, *Sex Discrimination, Students, Teachers
Identifiers-*Title IX Education Amendments 1972

This chapter discusses the issue of discrimination as a principal may be charged with it in the performance of his or her day-to-day duties. A principal's recommendations for teacher employment, dismissal, or disciplinary action are fraught with possible claims of discrimination, the paper notes. In dealing with students, too, a principal's decisions with respect to discipline and students' participation in regular or extracurricular activities are potential sources of claims based on discrimination. This chapter surveys court cases that have challenged school districts' employment practices and reviews pupil discrimination cases concerned with issues other than race. A discussion of enforcement procedures for Title IX completes the chapter. (Author/LD)

ED 172 340 EA 011 699

Hess, Fritz

Educational Finance at the Crossroads.

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Pub Date-Feb 79

Note-65p.

Pub Type- Opinion Papers (120) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Court Litigation, *Educational Finance, Educational History, Finance Reform, *School Districts, State Aid, State Federal Aid, Tax Support

Identifiers-New York

This paper is an indepth survey of American educational finance from its origins to the present and with projections for the future. It discusses the influence of and impact on school finance of some of the following: demographic patterns, changes in the American economy, Sputnik and civil rights events, federal intervention, the courts, local government, and local taxpayers. The paper delves into different approaches to reform, both conservative and revolutionary, and then discusses the status of educational finance in the state of New York. It concludes that the productive capacity of education, like that of the rest of the economy, may be suffering. No amount of funding, the paper says, can compensate for deficiencies in human productivity. An extensive bibliography follows. (Author/LD)

ED 172 341 EA 011 707

Hickrod, G. Alan And Others
Equity Goals in Illinois School Finance: 1973-1979.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
Pub Date-Feb 79
Note-51p.
Available from-Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, Illinois 61761 ($3.00)
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Multiple Regression Analysis, Program Evaluation, State Aid, State Legislation
Identifiers-*Gini Index, Illinois, Wealth Neutrality

This paper uses the year 1972-73 as a base line in evaluating the progress of Illinois toward certain "equity goals." In determining the equity goals, two dimensions are studied disparity and wealth neutrality. One measure of disparity is the permissible variance in school district expenditures expressed in the coefficient of variation, another is the McLoone index. Two different calculations were also made using the concept of fiscal neutrality or wealth neutrality. One calculation uses the Gini index, the other the simple regression of expenditures on a specification of wealth. The results of the calculations are presented in charts and in appendices. Subject to the limitations identified, the general finding seems clear. For four years the basic legislation passed in 1973 and the substantial increase in state aid necessary to fund that reform were successful in moving Illinois toward less expenditure disparity between school districts and greater wealth neutrality. However, in the last two years a reversal has taken place. The reversal has caused all the gains to be lost with regard to expenditure disparity in unit districts and elementary districts, and some of the gains to be lost with regard to wealth neutrality. (Author/IRT)

ED 172 342 EA 011 708

Gottfredson, Gary D.

Models and Muddles in Human Ecology: An Examination of High School Crime Rates. Report No. 255.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C
Pub Date-Jul 78
Grant-NIE-G-78-0210
Note-51p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Crime, *Critical Path Method, High Schools, Research Methodology, Secondary Education

Recent research in the human ecological tradition has made increasing use of causal modeling in the search for understanding of aggregate-level social processes. This approach has great appeal because it helps make hypotheses explicit, provides a convenient way to structure the application of statistical controls, allows the representation of complexity in the relations among variables, and if some strong assumptions are plausible, it makes possible weak probes of causal hypotheses using only correlational evidence. The present report critically examines the utility of the path analytic approach in human ecology by using the rate of high school crimes reported to the police as an example and providing some tests of the plausibility of the underlying assumptions of this research strategy. It is concluded that in studies like the one exemplified here it is difficult to have confidence in the interpretation of results, and that alternative approaches may be more fruitful. These alternative approaches should be given attention by research policy-makers. (Author)

ED 172 343 EA 011 711

The Built Environment for the Elderly and the Handicapped. A Selective Bibliography. Second Edition, Revised.

Department of Housing and Urban Development, Washington, D.C. Library Div.

Pub Date-Feb 79

Note-69p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Buildings, *Handicapped, *Housing, Information Sources, *Older Adults, *Physically Handicapped, Reference Materials, Retirement, *Senior Citizens

This completely revised and updated edition of the bibliography of the same title, published by the Department of Housing and Urban Development (HUD) Library in 1971, is a selective, partially annotated list of publications and periodical articles issued since 1970. In cooperation with HUD's Office of Policy Development and Research, the most useful and readily available studies and articles on the elderly and the handicapped have been chosen. Supplementing these entries, bibliographies grouped at the end of each section supply additional references. Addenda include those items received by the HUD Library too late to be included in the main body. Of particular importance is the series of hearings published in late 1978 by the House of Representatives' Select Committee on Aging. Taken together, they compose an up-to-date overview of the current situation of the elderly. (Author/MLF)

Corman, Linda, Comp.

Declining Enrolments Issues and Responses. An Annotated Bibliography. Current Bibliography No. 11.

Ontario Inst. for Studies in Education, Toronto. Library.

Pub Date-Mar 79

Note-82p.

Available from-Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($4.75)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Declining Enrollment, Demography, Elementary Secondary Education, Enrollment Projections, Foreign Countries, *Reduction in Force, Retrenchment, School Buildings, School Closing, *Space Utilization, Staff Improvement

Identifiers-*Canada

This annotated bibliography reflects an attempt to indicate the range and quality of published responses to the complex phenomenon of declining enrollments in elementary and secondary schools. It is intended to suggest sources of practical information and advice and to provide a larger context for administrators coping with the effects of decline in their own school systems. Works that confront the issues and problems comprehensively are cited in the first two parts of the bibliography. The subsequent seven parts contain works that stress a single facet of the problem, such as enrollment forecasting, school closing criteria, site redevelopment, or financial reform. Most of these will not be rigidly confined to the topic under which they are listed, but their placement reflects their principal strength or emphasis. Probably the strongest and most sophisticated segment of this literature is in the field of demographic analysis. Not far behind in quantity and quality is the literature on school closure and reduction in force, and on the positive alternatives to these measures, such as innovative uses for surplus space, program expansion and diversification, and employment benefits for teachers that maximize the number of available teaching positions. (Author/IRT)

ED 172 345 EA 011 715

Seminar on Financing Education: The Budgetary Process Under Pressure. Proceedings of a Seminar (Ottawa, Ontario, March 1-2, 1976).

Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date-Dec 76
Note-85p.; For a related document, see EA 011 716
Available from-Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 ($2.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Budgeting, Collective Bargaining, Decision Making, Educational Accountability, *Financial Policy, Financial Problems, Political Issues, Program Budgeting, *Resource Allocations, Retrenchment, Teacher Associations, Teacher Participation, Teacher Salaries
Identifiers-Canada

The purpose of this seminar was to give members of the Canadian Teachers' Federation a better understanding of the educational budgetary process. The proceedings of the seminar included welcoming remarks by Russell D. Mosher followed by two addresses ''The Political Context of Budgeting'' by Dr. Peter Atherton and Resource Allocation in the Public Sector: Rationality of the Decision-Making Process'' by Dr. Ralph Benson. Reports of the chairmen of group discussions include Changing the Parameters of Provincial Financial Support'' by Dr. Murray Jampolsky, Reappraisal of the System of Teacher Remuneration'' by Dan McArthur, and Higher Degree of Local Decision-Making in Resource Allocation'' by Bruce Watson. Presentations were made by a panel made up of Susyn Borer, Ken E. Gilliss, and Norman Ornes on the topic of Teacher Involvement in the Budgetary Process.'' Question and discussion sessions are also presented in the document. (JM)

ED 172 346 EA 011 720

Di Bella, Cecilia M.

System Constraints on Prospective Women Administrators.

Pub Date-12 Apr 79

Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Development, *Educational Administration, *Equal Opportunities (Jobs), Federal Legislation, Federal Programs, *Females, *Sex Discrimination

Identifiers-*Womens Educational Equity Act

This paper assesses the positive and negative impacts of the Women's Educational Equity Act of 1974 and discusses the potential of the act for promoting access and entry for prospective women administrators. It briefly reviews the purpose and intent of the women's equity legislation and offers a summary of projects funded to promote the advancement of women into educational leadership. Also discussed are some of the constraints that continue to confront prospective women administrators including sexism, the lack of turnover in administrative positions, and inherent deficiencies in the women's equity approach. The paper concludes that the federal government can take steps to remedy decreased opportunities for women if it so desires and directs. Also, commitment and action to resolve the constraints must be the shared responsibility of a variety of groups, individuals, and governmental agencies. (Author/LD)

ED 172 347 EA 011 731

Heathers, Glen And Others

Educators' Guide for the Future.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 77

Note-155p.; Some parts marginally legible due to small print

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123 ($9.00)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Change Strategies, Decision Making Skills, *Educational Change, Elementary Secondary Education, *Futures (of Society), Prediction, Problem Solving

This guide is intended to introduce educators to the kinds of instructional changes necessary to provide students with adequate preparation for the changing world of the future. The guide is made up of three units divided into eight independent modules that can be used in individual study, workshops, university courses, and so on. These modules treat such themes as futures concepts, forecasting techniques, alternatives for future-oriented education, problem-solving skills for the future, and introduction of futures study into the educational program. These themes are related to the available literature, to which the user is directed. The guide concludes with a bibliography of futures-oriented materials, the most important of which are annotated. (Author/PGD)

ED 172 348 EA 011 733

Bowers, John J.

Planning a Program Evaluation. An Educator's Handbook.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NE-C-00-3-0089
Note-131p.; Pages 25-52 may be marginally legible due to small print
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123 ($11.00)
Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies (Education), Consultants, *Curriculum, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Planning, *Program Evaluation

This guidebook is designed to help school districts plan evaluations of their curriculum program. It is divided into four major sections. The first section presents a case study based on the experiences of a school district that used this handbook in planning an evaluation. The second section reproduces the set of forms that the school district planning group completed. The third section gives brief instructions for completing the seven forms. The last section offers advice on how to select a technical consultant who can assist in conducting the planned evaluation. Finally, Appendix A contains master copies of the forms to be completed in planning the evaluation; Appendix B offers a set of checklists to be used in completing certain forms. (Author/LD)

ED 172 349 EA 011 734

Weinberger, JoAnn

Planning Schools for the Future. Publication No. BM-1.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-208p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123 ($11.00)
Pub Type- Collected Works - General (020) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adjustment (to Environment), Basic Skills, Community Education, Cost Effectiveness, *Educational Change, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Futures (of Society), Instructional Programs, Instructional Systems, School Community Relationship, Student Participation
Identifiers-Comprehensive Adaptive and Responsive Educ System, Design Implementation Monitoring Evalu System

In a three-year study, Research for Better Schools (RBS) was asked by the National Institute of Education to identify, analyze, and verify definitive social changes forecast for the decades ahead, and to project their implications for schools of the future. RBS reviewed the literature to extract future planning needs relevant to educational practitioners. These needs were assessed in a survey of 162 innovative educators and served as the basis for four independently created educational designs for the future. The only constraints on these designs were a requirement for implementation by 1985 and a consideration of cost effectiveness. This document discusses the planning needs found in the study and presents the four designs based on them: John A. Connolly's plan focusing on mastery of basic cognitive, life, and career skills; Glen Heathers's design for training students to be adaptable to change in schools redefined as centers for guiding and coordinating instruction; Patricia Henning's design for a comprehensive integration of school and community; and David Helms's Comprehensive, Adaptive, and Responsive Educational System, an instructional management system with an inschool research and development component. (Author/PGD)

ED 172 350 EA 011 735

Tumulty, Sharon
Curriculum and Instruction: Planning Improvement. Introduction Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-NE-C-00-3-0089
Note-253p.; Some parts marginally legible due to small print
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123 ($12.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, Educational Planning, Information Seeking, *Instructional Improvement, Needs Assessment, Student Needs

Schools or districts that have articulated their educational goals but whose students are not satisfactorily achieving those goals may need assistance in improving their curriculum or their instructional techniques. This document consists of three units designed to help a group of educators develop plans for such improvements. The first unit covers the identification of performance goals, measurement techniques and criteria, and student populations. The purpose of making these identifications is to permit comparisons of ideal and current performances. Unit two builds on the first unit's definition of needs to compare the required elements of curriculum and instruction with those currently in use. These elements include curriculum content, content sequencing, instructional strategies, and support systems. The third unit provides information on planning for a search for means of improvement, and presents guidelines for conducting the search. A planning coordinator's manual is also included in the document to assist the leader of the planning group. The document provides numerous forms and charts to be used in the planning process. (Author/PGD)

ED 172 351 EA 011 736

Ball, Rodney J. And Others
Curriculum Program Selection: A Cost-Effectiveness Approach.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-16 Jun 75
Note-124p.; Some parts marginally legible due to small print
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123 ($6.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Media Selection, Program Evaluation

Selection of new curriculum programs on the basis of cost and effectiveness requires a careful process of identifying needs, establishing program selection criteria, analyzing and comparing alternative programs, and selecting the most appropriate programs. This document presents techniques and worksheets for use at each stage of this process. A project manager's guide designed to assist the leader of the program selection committee is included as an appendix. (Author/PGD)

ED 172 352 EA 011 739

McKeown, Mary P.

Distributing State Aid for Pupil Transportation: An Average Cost Formula.

Pub Date-78
Note-53p.; Not available in hard copy due to marginal legibility; Appendices B and D were removed due to illegibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Expenditure Per Student, *Finance Reform, Mathematical Models, *State Aid, *Student Transportation
Identifiers-Illinois

The average cost pupil transportation reimbursement formula developed on the basis of 1976-1977 Illinois pupil transportation data and presented in this paper has several advantages over the current law. This formula would consider the factors that cause variations in the cost of providing the services to Illinois school districts: number and special services required for pupils transported, density of transported pupils, ownership of equipment, and type of school district. The method would be responsive to changes in the economy. It would not be susceptible to district manipulation except in the number of pupils served, since the district's variables would be related to those of other similar districts. The approach accepts current patterns of operation as reasonably efficient, on the average. Finally, the formula encourages efficiency. The only criterion that this type of formula does not meet is that of simplicity. The development of the statistical procedure is initially very complex. However, once the formula is developed, the computer program should not require replication, and state administration would be simple. (Author)

Clasby, Miriam And Others
Improving Education in Florida: A Reassessment. Chapter 3: School Advisory Committees, Florida 1977.
Florida State Legislature, Tallahassee.
Spons Agency-Ford Foundation, New York, N.Y.; National Conference of State Legislatures, Washington, D.C.
Pub Date-Feb 78
Note-99p.; Research conducted for the Joint Committee on Public Schools
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, *Advisory Committees, Annual Reports, *Citizen Participation, Communication Problems, Consultants, Educational Accountability, *Educational Change, Elementary Secondary Education, Information Dissemination, Principals, *Program Evaluation, State Departments of Education, State Legislation, *Task Performance
Identifiers-Florida

This chapter evaluates Florida legislation establishing school advisory committees and is intended to improve understanding of both the potential and the problems of school advisory committees. It begins by examining advisory committees across the nation. It then turns to an analysis of school advisory committees in Florida. The report on local-level implementation of legislation for school advisory committees and annual reports of school progress draws on several different data sources: (1) a brief survey of each of the 67 districts; (2) an indepth survey of 287 local committee chairpersons and principals; (3) field interviews with 88 local participants; (4) content analyses of annual reports of school progress and policy statements and guidelines for school advisory committees from 36 districts. Field data are organized according to types and composition of school advisory committees, their functions, and annual reports of school progress and public communication. Findings and recommendations are summarized at the conclusion of the report. (Author/MLF)

ED 172 354 EA 011 750

Andrews, Greg

The Case for School Based Decision Sharing. A Discussion Paper.

Pub Date-78

Note-33p.; Not available in paper copy due to small print size of original document ; Paper prepared for the New South Wales School Based Decision Sharing Project, Haymarket, Australia

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Community Control, Community Involvement, *Decentralization, *Decision Making, Elementary Secondary Education, Evaluation, Foreign Countries, Parent Role, *School Community Relationship, Student Role, Teacher Role

Identifiers-Australia (New South Wales)

If schools are to be professionally responsive to and accountable to their clients, each school must have some control over decisions affecting its particular student body. These include decisions in the areas of policy, curriculum, staffing, facilities, resources (and related finances), evaluation processes, and participation in system-level planning. Involvement of students, parents, teachers, and the school administrative staff in these decisions can have several advantages, including broader-based and better informed decisions, a reduction in alienation of the local school community, improved communications and relations between school and community, the development of better methods for conflict resolution, and the creation of a school program more reflective of the sociocultural makeup of the community. This document presents the concept of decision sharing as handled in New South Wales as a topic for further discussion, concentrating specifically on the roles of parents, teachers, students, and administrative personnel in the process. (Author/PGD)

ED 172 355 EA 011 751

Schindler, Pesach Siegel, Morton
Solomon Schechter Day School. Manual.
Solomon Schechter Day School Association, New York, N.Y.
Pub Date-Feb 70
Note-161p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Curriculum Development, *Day Schools, Elementary Secondary Education, Jews, Judaism, *Parochial Schools, Policy Formation, Religious Education, School Community Relationship, School Organization, School Orientation, *School Planning
Identifiers-Establishing Schools, *Solomon Schechter Day Schools

By 1969 32 Solomon Schechter Day Schools existed to provide students with elementary and secondary education in the context of Conservative Judaism. These day schools are designed to extend the options for religious education already available in the afternoon congregational schools operating in many synagogues. This document outlines the processes involved in establishing a day school of this type, including gathering information on community needs and capabilities, organizing preliminary meetings of participants, setting the school's structure and policies, defining roles and relationships of the people involved, developing curriculum and extracurricular programs, planning psychological and testing services, and coping with finances. As a manual, this document is intended to serve the specific practical needs of Conservative Jewish education, and is intended to foster discussion and revision. (Author/PGD)

ED 172 356 EA 011 756

Hanson, E. Mark

School Management and Contingency Theory: An Emerging Perspective.

Pub Date-Apr 79
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Planning, Leadership, Leadership Styles, *Management Systems, Organization, Organizational Climate, *Organizational Theories, Research Needs, *School Administration
Identifiers-Contingency Models of Leadership Effectiveness, *Contingency Theories

An understanding of the ``situational'' characteristics of the organizational forces that influence the relationships between environmental, management, and performance variables is now coming to be seen as a key to understanding the management process itself. This paper is a synthesis of the contingency theory literature drawn from the public, business, and educational sectors. Focus is given to an identification and analysis of the basic assumptions underpinning contingency theory; the contingent nature of organizational design, leadership, and planning variables; and the implications for practicing administrators. The objective is to shape the conclusions of the synthesis into a useful conceptual tool, providing greater facility for description, analysis, and prediction. (Author/JM)

ED 172 357 EA 011 757

Beck, Tinsley M.

An Australian Study of School Environments.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Analysis of Variance, Educational Environment, Educational Research, Facility Utilization Research, Foreign Countries, Intermediate Grades, Open Education, *Open Plan Schools
Identifiers-Australia

Open area designs for school buildings were adopted frequently in Australia in the 1970s, often without adequate preparation of the educators who would be using them. A study of the effects of open area designs led to the recognition that school building design warrants more serious attention as a variable in formal education than it has yet received. The study involved testing 18 students at the fifth year level in each of 120 different schools. These schools were of four types: one conventionally designed and three of the open plan type (mixed, double-space, and multispace designs). The study results indicated that conventional schools promoted better cognitive outcomes, while open plan schools supported better affective outcomes (at least in schools of high and middle social status). These results are not conclusive, however, in that the open plan schools may not have been operating under ideal circumstances (including optimum [illegible]ancy and full use of their flexibility and resultant instru[illegible] options) for an adequate test of their potential. The document conc[illegible]s with the author's comments on some conceptual problems associated with research into educational environments, such as the meaning of the terms ``environment'' and ``openness'' themselves. (Author/PGD)

Abramowitz, Susan

Private High Schools: A Descriptive Profile and Comparison with Public High Schools.

Pub Date-Apr 79
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Characteristics, Administrator Role, Comparative Analysis, Curriculum, Decision Making, Grading, Principals, *Private Schools, Public Schools, School Organization, *Senior High Schools
Identifiers-School Rules

Characteristics of private and public schools were compared in this study utilizing data collected in surveys by the National Institute of Education, the Council for American Private Education, and the National Association of Secondary School Principals. The aims of the study were to provide a national picture of secondary education and increase understanding of private secondary education in particular. For the private school study, 600 private schools were randomly selected from four regions of the country and three metropolitan areas. These schools were surveyed concerning curriculum, schedules, facilities, school structure, coordination mechanisms, and principals' goals, satisfactions, experience, and problems. The data from private and public schools were then utilized to compare the two on the above characteristics as well as on grading systems, student goals and activities, and sex of principal. The study concluded that public and private schools differ in mission. Public schools provide a wide range of courses to a wide range of students, have more management problems, and are not dependent on maintaining a constituency. Private schools, on the other hand, have a narrower curriculum focused on academic subjects, have fewer management problems, and are more responsive to their clientele and staff. (Author/JM)

ED 172 359 EA 011 760

Louis, Karen Seashore And Others
System Change, System Linkage and Program Implementation. Draft.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-11 Apr 79
Contract-OEC-0-72-5245
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Strategies, Correlation, *Organizational Change, Organizational Theories, Planning, *Program Development, School Organization, Systems Approach
Identifiers-System Linkage

Several aspects of unplanned system change in schools are investigated in this paper. Researchers relied heavily on current theoretical perspectives on the nature of educational systems, particularly those that emphasize the "loosely coupled" nature of educational organizations. Two hypotheses were tested. The first is that natural system change over a short period of time will exhibit characteristics of loose linkage and that change in one system characteristic will not be significantly associated with changes in other system characteristics. The second was that there will be negative relationships between the level of system change and the level of implementation of planned program change. The research was based on a secondary analysis of data previously collected to examine a planned change program. Teachers in 45 schools located in 10 rural school districts completed questionnaires, and onsite ethnographers collected structured data about program implementation. Analysis revealed no evidence to suggest that changes in one part of the system reverberate throughout the system, but patterns of association among some parts were apparent. The data also indicated that it is reasonable to expect either changes in the characteristics of the organization or in the technology of the organization but to attempt both types simultaneously is unrealistic. (Author/JM)

ED 172 360 EA 011 761

Scofield, Sandra

Principals Make a Difference: The Role They Play in Quality Reading Programs. OSSC Bulletin, Vol. 22, No. 10.

Oregon School Study Council, Eugene.
Pub Date-Jun 79
Note-26p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00, $1.50 prepaid; quantity discounts)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Elementary Secondary Education, Grouping (Instructional Purposes), *Principals, *Program Administration, Program Planning, Reading Material Selection, *Reading Programs, Reading Research, Remedial Reading Programs, Teacher Administrator Relationship, Teacher Supervision

Practical ways principals can modify and monitor their school's reading programs are suggested in this report that also presents reading theory and research results. The bulk of the report focuses on the elementary school and is divided into a short section on theory and a longer section on practice. Suggestions are given about establishing reading as a priority, selecting and managing a program, placement and grouping, selecting a management system, and supervision and support of teachers. The portion of the report that focuses on middle, junior high, and secondary schools emphasizes remedial techniques for older students with reading problems. (Author/JM)

ED 172 361 EA 011 762

Walters, Donald L., Ed.

Perceptions of Administrative Competencies: A Survey of School Principals and Superintendents.

Pub Date-79

Note-38p.; Some tables may be marginally legible due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Administrator Responsibility, Elementary Secondary Education, *Principals, *Skills

A survey of 54 administrators attempted to determine their attitudes about a number of administrator competencies. Subjects were superintendents and principals in southeastern Pennsylvania and southern New Jersey. They were asked to rate the importance of each competency, state whether it is acquired primarily before entry or on the job, and report the degree of assistance his or her own academic program had been in acquiring the competency. The principals rated all competencies listed as either important or very important. All but five (in the area of curriculum and instruction) were acquired primarily on the job. Principals reported that their academic program had been of some assistance in acquiring 91 percent of the competencies. Superintendents rated all competencies except one as either important or very important. Of the 62 superintendent competencies, 24 percent were acquired primarily before entry into the job. Superintendents reported that their academic programs had been of some assistance in acquiring most competencies. The academic program was reported to have been of no assistance for 20 percent of the competencies, most of which were in the area of political and intergovernmental relationshi[illegible]uthor/JM)

ED 172 362 EA 011 763

New School Board Members: A Portrait. Research Report 1979-1.
National School Boards Association, Washington, D.C.
Pub Date-79
Note-40p.
Available from-National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Board Candidates, *Boards of Education, Elections, Elementary Secondary Education, Group Norms, Individual Characteristics
Identifiers-*School Board Members

The period just before and just after a school board member is chosen is the basis for this report. Data were collected by polling 1,000 board members and conducting indepth interviews at the 1978 National School Boards Association Convention. The year preceding and the year following a board member's selection can be divided into the eligibility stage (when candidates decide to run), the campaign stage, and the socialization stage. Results of the poll indicated that previous experiences did not prepare board members for serving on boards. Respondents indicated that campaign issues in school board elections are often financial in nature with other issues like basic skills or superintendent performance also prevalent. The report is apparently the first study to use a national sample to explore specific campaign strategies used by school board candidates. The technique most often mentioned was that of talking to influential people. The survey also reveals that compaigners who are young, female, and from large districts in the South and East tend to be more active campaigners. The survey also revealed that for training and orientation, school board members rely most on individuals within their own districts. Other findings revealed common school board norms. (Author/JM)

Abel, William B. Lynd, Albert
Collective Bargaining in Public School Education.
Pub Date-78
Note-32p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, Administrator Role, Boards of Education, *Collective Bargaining, Elementary Secondary Education, *Professional Associations, Teacher Associations, Teachers

The exploration and writing in collective bargaining in education are sufficient to provide ample material for identification of issues and alternative strategies for resolving problems. Through a comprehensive examination of the literature the authors focus on the goals of organization and negotiations and the several functions served by collective bargaining. The research and literature are divided into several sections: (1) major studies; (2) historical development; (3) professional organizations at the state and national levels; (4) management: school boards and administrators; (5) labor: teachers; (6) public interest; and (7) educational implications. Included is a comprehensive bibliography. (Author)

ED 172 364 EA 011 770

Richter, Philip C. Hollender, Mary Jo
Education Vouchers. A Primer.
Center for the Study of Public Policy, Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 74
Grant-OEO-1000782
Note-17p.; For a related document, see EA 011 771
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Education Vouchers, Elementary Secondary Education

This document is intended to serve both as a primer and as an

annotated bibliography about educational vouchers. As a primer, it introduces the reader to the concept of vouchers and to the variety of issues including political, economic, legal, and educational issues associated with vouchers. As an annotated bibliography, it provides a summary of the issues and the available literature representing points of view of advocates and opponents. The annotators have made a special effort to let the original authors speak for themselves. (Author/IRT)

ED 172 365 EA 011 771

Richter, Philip C.

Education Vouchers. Bibliography.

Center for the Study of Public Policy, Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 76
Grant-OEO-1000782
Note-15p.; For a related document, see EA 011 770
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Education Vouchers, Elementary Secondary Education

This bibliography is intended as a convenient resource for those interested in the concept and experience of education vouchers. It lists only the more readily available published materials that may be found in a major library or through the Educational Resources Information Center (ERIC) system. Most mimeographed materials, speeches, products of professional conferences, and monographs have not been included. In very few instances, articles that deal only briefly with vouchers have been included because they offer perspectives not always contained in longer discussions. (Author)

ED 172 366 EA 011 772

Burke, William J. Milstein, Mike M.

Community Support of Their Schools in Western New York State, 1969 and 1977.

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Attitudes, Community Support, Educational Quality, *Financial Support, *School Budget Elections, *School Community Relationship, School Taxes, Tables (Data)

Identifiers-*Fiscal Management, *New York

This research addressed the contemporary problem of declining support for school funding requests. The study examined current factors and factors over time (1969-77) that underlie school tax balloting. Data were collected from four previously studied districts and statistically analyzed. Voters' attitudes toward school community relations, educational program means, and fiscal credibility along with individuals' parental status, age, income, and education were shown to relate to school tax voting over time. Fiscal credibility was the salient predictor. The paper concludes that school officials who identify and selectively recruit supportive voters, who manage community confidence, and who reflect fiscal credibility will optimize referendum success. Future longitudinal research is relevant and feasible. (Author)

ED 172 367 EA 011 779

Teacher Evaluation. Research Action Brief Number 4.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Effective Teaching, Elementary Secondary Education, Learning Characteristics, Research Methodology, Research Problems, *Teacher Evaluation, Teaching Methods
Identifiers-*Beginning Teacher Evaluation Study, Information Analysis Products

Research into teacher evaluation techniques has not provided conclusive answers due to a number of research problems, including the subjectivity of traditional teacher observation techniques and the lack of sensitivity of newer, more objective techniques. A five-year research project in California, the Beginning Teacher Evaluation Study (BTES), tried to avoid these problems through the use of nonstandardized testing, teacher questionnaires and interviews, and multiple objective behavioral observations of interaction between students and teachers. A wide range of classrooms and schools were sampled to allow for socioeconomic differences. The researchers found that students learned best when spending sufficient time deeply engaged in a task with a high success rate. Teachers were most effective at creating such learning situations when they did a good job of diagnosing student needs, prescribing appropriate tasks, structuring presentation of the tasks, monitoring student progress, and providing adequate feedback. While BTES, despite its name, never directly addresses itself to teacher evaluation, its findings imply answers to the questions of what to measure when evaluating teachers and how to measure it. The study also points the way to future definitive research of a more immediately practical nature. (Author/PGD)

ED 172 368

EA 011 785

Silver, Paula F.

Some Needed Developments in Research for Building a Theory of Administrative Practice.''

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Administrative Problems, Administrator Role, *Educational Administration, *Educational Research, Effective Teaching, *Research Needs

This paper describes and explains three needed developments for building a foundation from which knowledge unique to a profession of educational administration can emerge and thus improve school effectiveness. Each needed development is associated with a general need for a shift in the focus of scholarly attention. Researchers need to focus first on practical rather than academic matters, second, on the effect of administrators' actions on student learning, and third, on administrative problems and instances of instructional ineffectiveness. Educational administration can become equivalent to advanced professions, the paper says, by discovering subclasses of the major problem and what changes to make to resolve each subcategory of problems. The document identifies the contributions of practitioners and researchers in generating the requisite knowledge base and explores ways in which such knowledge would promote the professionalization of educational administration. (Author/LD)

ED 172 369 EA 011 786

Silver, Paula F.

Changes in Preparation Programs: 1974-1978.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Content Analysis, Departments, *Educational Administration, *Educational Change, Educational Objectives, *Graduate Study, Higher Education, *National Surveys, Performance Based Education, *Program Descriptions, Self Evaluation

Part of a broad survey of administrator preparation programs in the United States, the study reported here was an analysis of professors' open-ended responses to questions about recent and projected changes in their educational administration programs. Content analysis was used to examine past changes, expected changes, patterns of change, and trends in program development. The most frequently cited past changes in programs (1974-76) were clarification of program goals and objectives, broadening of program scope, implementation of competency-based objectives, and increasing of field-based learning. Frequently mentioned future changes (1976-78) included continued self-assessment, shifts in program emphases and instructional content, and increased field orientation. No particular patterns of change or divergent directions of change were discerned from the data analysis. However, trends in program development could be identified as continuing exploration of program purposes, increasing competency-based preparation, improving facilities, increasing admission standards, and conforming with revised state requirements. (Author)

ED 172 370 EA 011 787

Silver, Paula F.

A 3-D Interpretation of Changes Induced by the Creation of Instructional Materials: The Development Process.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Analytical Criticism, *Creative Activities, Design, Educational Administration, *Females, Feminism, Higher Education, Information Dissemination, *Instructional Materials, Leadership Training, *Material Development, Pilot Projects, *Sex Fairness

The central thesis of the paper is that there are beneficial outcomes derived from engagement in the process of creating instructional materials, quite apart from the benefits to those who use the materials later. Of the three stages in materials production design, development, and dissemination this paper highlights the development stage by exploring the benefits accrued to individuals, development teams, and pilot audiences during this stage. The development stage is viewed as encompassing three subprocesses: (1) critical review of materials drafts, leading to increased intellectual independence and scholarly rigor of developers; (2) pilot testing of the somewhat refined drafts, a process that enhances developers' leadership skills, the development team's cohesiveness, and pilot audience professionalism; (3) technical production of the final products, that increases developers' administrative skills. The subjective data base for this analysis was a funded project to create instructional materials for the advancement of sex equity in education. The author was a project evaluator and a development team leader. The benefits of involvement in the creative processes are discussed in terms of their importance to female educators. (Author)

ED 172 371 EA 011 788

Smart, Don
Federal Aid to Australian Schools.
Pub Date-78
Note-152p.
Available from-Technical Impex Corporation, 5 South Union Street, Lawrence, Massachusetts 01843 ($14.50)
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Catholic Schools, *Decision Making, Educational History, *Federal Aid, *Federal Government, Foreign Countries, *Government School Relationship, Higher Education, *Political Issues, Private Schools, Public Schools, School Libraries, Science Laboratories, Secondary Education
Identifiers-*Australia

In this analysis of the source of Australian government decisions on school science programs and libraries, specific issues are reviewed and the developments placed in political focus. The emergence of federal aid is set in the context of long-term developments in Australian federalism. The forces are examined that obliged the government of Prime Minister R. G. Menzies to become increasingly involved in education; at the university level during the 1950s, and at the college and secondary school level during the 1960s with science laboratories and school libraries. During the years 1972-75 the labor government created a Schools Commission and injected massive funds into the system. The book concludes with some observations on recent developments and likely future trends under the Fraser coalition government. (Author/MLF)

ED 172 372 EA 011 789

Killalea, J. N.

Data on Local Property Wealth for the School Year 1976-1977.

Killalea Associates, Inc., Alexandria, Va.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-13 Apr 79
Contract-100-78-0094
Note-47p.; Table 1 may be marginally legible due to small print
Pub Type- Reference Materials (130) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Assessed Valuation, *Data Bases, Educational Finance, *Property Taxes, *School Taxes, State Aid, *State School District Relationship, *Tax Rates

This report describes the results of a project that has been aimed at collecting and validating data on local wealth in school districts throughout the nation for the school year 1976-77. Section 2 reviews the concepts and terminology needed to understand and interpret the data collected. Section 3 describes the conduct of the project, including the sources of data, the process by which data were validated, a summary of the data collected, and recommendations for future undertakings of this sort. Section 4 contains a state-by-state commentary on the contents of the file, their interpretation, and the coverage of districts within each state. The computer file containing the data is resident in the Data Management Center of the Department of Health, Education, and Welfare. (Author)

ED 172 373 EA 011 794

Liechty, Thornton A.

Patterns of Citizen Participation in Education.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-NE-C-00-3-0065

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activities, *Citizen Participation, *Community Involvement, Demography, Elementary Secondary Education, Factor Analysis, Interviews, *Participant Characteristics, *School Community Relationship, *Tables (Data)

One area of home-school-community relations research lies in the study of unique patterns of educational participation by community residents. This study was designed to investigate patterns of citizen participation in education. A questionnaire was developed and a random sample of 250 registered voters was selected from a county school district in an east central state. Ultimately, 130 completed interviews were secured. Descriptive statistics were produced to examine questionnaire responses; R-mode factor analysis identified the clustering of educational activities; Q-mode factor analysis identified the groups of participators; and discriminant analysis identified variables that differentiated significantly between and among groups of participators. Four clusters of educational activities, five groups of educational participators, and selected variables describing these groups of participators were identified. (Author/MLF)

ED 172 374 EA 011 795

Ingram, John E., Jr.

School Community Relations and Student Achievement.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Communication (Thought Transfer), Community Involvement, Elementary Education, Interviews, Parent Participation, *School Community Relationship, Teachers

This research examined the relationship between effective school-community relations and student achievement. The purpose of the study was to determine how the five variables of access, communication, involvement, participation, and resolution interact with a measure of effective school-community relations, how the five variables related to measures of student achievement, and how the variable of access relates to the other four variables. Sixty-four parents of students in grades four through six were interviewed for their perceptions of the effectiveness of one of the five variables. Statistical techniques used included the Pearson product moment correlations, forward step-wise regression, and path analysis. The findings suggest that communication is the most important variable of an effective school-community relations program. The study suggests that teachers be trained to use parent conferences and other interaction opportunities as two-way communication vehicles. Also, information sent to parents should contain a tear-off section for them to fill out and return with their comments. (Author/LD)

Lesser, Philip

The Organization of Public School Districts: An Inquiry into the Growth of Administrative Components.

Pub Date-Apr 79
Note-91p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Organization, *Administrative Personnel, Bureaucracy, *Complexity Level, Educational Finance, Elementary Secondary Education, Organizational Effectiveness, *Organizational Theories, *Organization Size (Groups), School Districts, *School Organization, Statistical Studies

Growth of administrative components in 43 K-12 public school districts in the Saint Louis metropolitan area is reported for 1968-76. Increases in absolute numbers and ratios of administrators to teachers occurred in school districts with increasing as well as declining enrollments. Statistical analysis of public records and interviews with superintendents did not support two prominent organizational explanations for this growth: that the percentage of administrative employees declines as organization membership increases, and that the percentage of administrative employees increases as the complexity of the organization's environment increases. An alternative approach, emphasizing expansion-tendencies within administrative staffs, is suggested. (Author)

ED 172 378 EA 011 797

Vandalism.
Canadian Education Association, Toronto (Ontario).
Pub Date-Mar 77
Note-24p.
Available from-The Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($1.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-Alarm Systems, *Costs, Elementary Secondary Education, *Questionnaires, *School Security, School Surveys, *School Vandalism, Windows
Identifiers-*Canada

The information in this report on school vandalism was gathered via questionnaires from 47 school boards across Canada. It provides suggestions to help school boards reduce the damage costs from vandalism. Topics covered include window breakage costs versus other vandalism costs; the trend, upward or downward; the time of year vandalism occurs, size and type of school and socioeconomic area involved; the people who vandalize; and preventive measures and their cost. The report concludes that school boards are accepting the inevitability of a certain amount of destruction of school property and are instituting means to minimize it and catch and prosecute those responsible. The appendices provide such things as one school's logbook of vandalism, a copy of a form letter to parents, damages/loss reports, and methods to combat vandalism. (Author/LD)

ED 172 377 EA 011 798

Goldsborough, Harriett
Hiring and Promotion Practices.
Canadian Education Association, Toronto (Ontario).
Pub Date-Jun 77
Note-14p.
Available from-The Canadian Education Association, 252 Bloor Street
West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($1.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Questionnaires,
*Recruitment, *School Personnel, School Surveys, *Teacher Promotion,
*Teacher Selection
Identifiers-*Canada

The information in this report on hiring and promotion practices was gathered via questionnaires from 63 school districts across Canada. Topics covered include the interviewing, hiring, and promotion of teaching and nonteaching personnel. Appendix A offers a general overview of selection procedures used by one school district; appendix B discusses selection procedures for their nonteaching staff and includes a copy of the questionnaire used in the study. (Author/LD)

ED 172 378 EA 011 799

Maeroff, Gene I. And Others

The Schools and the Press. A Discussion. Occasional Papers, Number Twenty-One.

Council for Basic Education, Washington, D.C.
Pub Date-Mar 74
Note-44p.
Available from-Council for Basic Education, 725 Fifteenth Street, N.W., Washington, D.C. 20005 ($0.50)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, *Bias, Elementary Secondary Education, Information Dissemination, News Media, *News Writing, *Press Opinion, Public Relations, School Community Relationship

The relationship between the schools and the press who reports about them is the subject of this paper. It contains four speeches made at a 1973 meeting of the Council for Basic Education held in Washington D.C. Two school officials and two journalists offer their views on such subjects as training for educational writers, press bias, and the role of school officials and the press in disseminating information. A brief discussion among the individual participants is presented at the end. (Author/LD)

ED 172 379 EA 011 800

Levin, Henry M.
Assessing the Equalization Potential of Education.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CERAS-79-A1
Pub Date-Feb 79
Grant-OB-NIE-G-78-0212
Note-69p.; Paper presented for the Seminar on ``Inequalities in Educational Development'' International Institute of Educational Planning (UNESCO) (Paris, France, November 27-30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compensatory Education, Developing Nations, Economics, Educational Benefits, Educational Policy, Elementary Secondary Education, Foreign Countries, *Human Capital, Income, Postsecondary Education, Social Change, Socioeconomic Status
Identifiers-El Salvador, Redistribution of Wealth

The human capital concept of neoclassical economics holds that increased education will lead to increased productivity and to higher wages. Job queue and labor market segmentation theories argue that improved education merely drives up employment criteria and that the socioeconomic background of the employee is a more significant indicator of earning potential. Marxist theory claims that education is a training process for the capitalistic system, which uses disparate wages simply as a means to structure and control the work force. With these concepts as a background, the author of this document conducted a research project intended to produce a methodology for predicting the potential effects of various educational strategies on the equalization of earned income among males. The method, described in this document, depends on obtaining accurate responses to survey questions concerning educational attainments, backgrounds, occupations, and earnings. A test of the method in El Salvador is described. The author concludes that the impact of education on wealth equalization is far less than has been traditionally supposed and that attempts to equalize wealth through educational strategies are doomed to failure unless those strategies and goals are appropriate to the political and economic structure of the country. (Author/PGD)

ED 172 380 EA 011 801

Wrubel, Paul

An Assessment of the Impact of the Courts on Local School Boards.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-CERAS-79-B10

Pub Date-Mar 79

Grant-78-0212

Note-11p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Boards of Education, *Court Litigation, Elementary Secondary Education, *Governance

Identifiers-California

The research project reported in this paper sought to discover what, if any, factors present among school boards and court decisions appeared to be associated with the degree to which school boards responded to court decisions. The study, in an effort to assess the impact of the courts on local school boards, also asked whether school boards not directly involved in specific litigation generally ignore the legal directives of the courts. Using two random samples of school boards in California and six carefully selected court decisions, the researcher found that there did not appear to be any personnel or decision-related variables that were associated with the level or rate of response to the courts. Moreover, it was found that there was less than a 4 percent response rate by the sampled local boards to a variety of court decisions, which may indicate that local boards do, in fact, tend to ignore the legal directives of the courts. The research suggests that the impact of the courts on local school boards may be far more limited than one might assume, given the general tone and content of earlier research and the current rhetoric of schoolmen. (Author)

ED 172 381 EA 011 802

Catterall, James Thresher, Thomas

Proposition 13: The Campaign, the Vote, and the Immediate Aftereffects for California Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-Ford Foundation, New York, N.Y.

Report No.-CERAS-79-B5

Pub Date-Mar 79

Note-40p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Finance, Elementary Secondary Education, *Finance Reform, Higher Education, Income, Legal Problems, Local Government, Political Issues, *Property Taxes, Resource Allocations, State Government, State Legislation, Tables (Data), Voting

Identifiers-*Proposition 13 (California 1978)

Written during the summer and fall immediately following the passage of Proposition 13 (the California tax limitation amendment), this paper examines circumstances leading to its overwhelming support at the polls and the immediate efforts of state and local units of government to cope with the changes. The following are discussed: the political and economic climate that engendered the movement; the politics of the campaign; the vote itself; the immediate implications for various units of government, particularly elementary and secondary educational institutions; the state's bail-out legislation; the immediate and unsuccessful legal challenges; similar activities in other states; and the prospects for further tax and expenditure limitations movements in other states. Appendices at the end reproduce the text of Proposition 13 and show how a district can calculate its revenue for the school year. (Author/LD)

ED 172 382 EA 011 803

Peterson, Paul E.

Developmental versus Redistributive Policies in Central City and Suburban Schools.

Pub Date-8 Apr 79

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Characteristics, Differences, Economics, Elementary Secondary Education, *Equal Education, Government School Relationship, Local Government, Multiple Regression Analysis, Research Methodology, Resource Allocations, School Districts, Suburban Schools, Urban Schools, Verbal Ability

Identifiers-Coleman Report, Redistribution of Wealth

America's public education is often cited as an example of America's commitment to equality, yet it is supported primarily at the local government level, the level least able to further the redistribution of wealth. Data in the Coleman Report, misrepresented in the report itself as indicating that schools have little effect on the development of verbal ability, actually indicate that the redistributive effects of education in the northern United States are not strong. These effects were tested in a study of 121 urban school districts and 166 suburban school districts in the Chicago standard metropolitan statistical area. The results indicated that central city districts tend to be redistributive while suburban districts tend to be developmental in their handling of community wealth. This is apparently due to the homogeneous nature of suburban school district populations. Suburban districts can tailor their taxation levels, zoning requirements, and public services to appeal to a specific population with reasonable efficiency. Urban districts with more heterogeneous populations must provide standard, uniform services (including education) to all residents, regardless of socioeconomic station, with inefficient use of tax revenues (based on the ratio of taxes paid to services received by each individual taxpayer) the usual result. (Author/PGD)

ED 172 383 EA 011 805

McEachern, William A.

School Finance Reform in Connecticut: Property Values and School Spending. General Series: No. 8.

Connecticut Univ., Storrs. Center for Real Estate and Economic Studies.
Pub Date-Dec 77
Note-42p.; For a related document, see ED 165 329
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Equal Education, *Equalization Aid, *Expenditure Per Student, *Finance Reform, Fiscal Capacity, Income, *Property Taxes, Taxes
Identifiers-*Connecticut

If taxes are higher in one town than in another it does not necessarily mean that residents of the low-tax town are better off; they may have had to pay high property prices to live in the more desirable low-tax town. It is incorrect to believe that property wealth differences are the only reason for spending disparities across towns. A more important cause appears to be income differences. Even if tax-prices were equalized across towns, wide differences in incomes would perpetuate differences in school spending. The Connecticut state tax reform program is tailored to lower the tax-price (or property tax rate) of education in income-poor towns. Under the present formula, state aid is in effect a lump-sum grant. Low-income towns may merely use this grant to support education and use the funds previously supporting the schools for other purposes, thus not increasing per pupil spending at all. What is really at issue with school finance reform is not differences in the price of education across towns but differences in incomes and the resulting abilities to pay. The total evidence here suggests that school finance reform now under way in Connecticut will not have the desired effect on per pupil spending. (Author/JM)

ED 172 384 EA 011 807

Connors, Eugene T.
Student Discipline and the Law. Fastback 121.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-63p.; Not available in paper copy due to small print size of original document
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.75; quantity discounts; a $1 handling fee will be charged on orders under $5 if payment is not enclosed)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Confidential Records, Corporal Punishment, Court Litigation, Discipline Policy, Dress Codes, Expulsion, Freedom of Speech, Married Students, Pregnant Students, *School Law, Search and Seizure, Student Responsibility, *Student Rights, Suspension

Educators have broad powers when maintaining student discipline. As long as there is no blatant violation of students' constitutional rights, courts are reluctant to interfere. Still, there are limits to an educator's prerogatives. This document discusses students' rights in the areas of corporal punishment, suspension and expulsion, searches and seizures, married and pregnant students, the First Amendment, dress codes, grading and graduation policies, and confidential records. Relevant precedent-setting court cases are identified and discussed. The document concludes with the observation that the most important actions educators can take in creating an adequate discipline policy are the establishment of reasonable rules and the communication of those rules to students through a well-distributed handbook. (Author/PGD)

Tavel, David
Church-State Issues in Education. Fastback 123.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-48p.; Not available in paper copy due to small print size of original document
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.75; quantity discounts; a $1 handling fee will be charged on orders under $5 if payment is not enclosed)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Liberties, *Court Litigation, Elementary Secondary Education, Historical Reviews, Parochial School Aid, Public Schools, Religion, Religious Education, State Aid, *State Church Separation
Identifiers-First Amendment

The first words of the first of the rights guaranteed to Americans in the Bill of Rights are, "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." Despite the obvious general intent of these words, doubts remain about specific applications of the law. The permissible relationship between religion and education is particularly difficult to define. This document refers to several landmark court cases in providing a general overview of judicial thinking regarding this relationship. The cited decisions cover such topics as the extent to which and the ways in which public funds can support parochial education, the acceptable levels of religious observance in public schools, the rights of parents and students not to participate in public instruction or public school practices on religious grounds, and the degree to which religious beliefs can legally influence the public school curriculum. (Author/PGD)

ED 172 386 EA 011 809

Bamber, Chrissie

Student and Teacher Absenteeism. Fastback 126.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-79

Note-47p.; Not available in paper copy due to small print size of original document

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.75; quantity discounts; a $1 handling fee will be charged on orders under $5 if payment is not enclosed)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attendance, Attendance Patterns, Elementary Secondary Education, School Holding Power, Teacher Attendance, Truancy

Student absenteeism has been declining in the United States since records were first kept in the late nineteenth century. Even so, some districts, usually urban, have found absentee rates doubling or even tripling over the last ten years. The tendency of teacher absenteeism to rise in districts where student absenteeism has increased sharply merely adds to the problem. The absence of students affects not only the funding available to most schools (often dependent on average daily attendance figures) but the education of the truant students and the ability of the educational system to teach effectively those students who do attend. To date no major studies have focused successfully on the correlations between student and teacher absence rates or the specific root causes of absenteeism. This document discusses the factors involved in this dilemma, including the rationales for attendance expectations; the intentions behind and alternatives to compulsory schooling; the characteristics of absentees; and the relationships of school size, school programs, and the educational environment to absence rates. The document concludes with brief descriptions of nine programs designed to reduce absenteeism in schools around the country. (Author/PGD)

Gaynor, Alan K.

Toward a Structural Theory of Innovation in Public Schools.

Pub Date-Apr 79
Note-87p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Computer printouts may not reproduce clearly
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Change Strategies, Computer Programs, Conflict, Educational Administration, Educational Change, *Educational Innovation, Financial Support, Interagency Coordination, Leadership, Models, Norms, Organization, *Organizational Theories, *Tables (Data)

Based on a review of literature on educational change, this study explored the fundamental dynamics of stability and change in public school systems. Five major factors were identified that affect and interact with innovation. These factors include leadership effectiveness, external funds, external linkage, conflict, and support for innovation. Support for innovation is a function of the relationship between the level of innovation and leader, professional, and community norms. A computer model was constructed that expressed mathematically the relationships among these factors that account for the change behavior of school systems over time. Computer runs demonstrated the ability of the model to reproduce the ebb and flow of innovation in school districts over time, both where stability of community norms is assumed and where the community is seen in a state of transition. Findings indicated that a small number of fundamental structurally interconnected elements account for the basic stability of schools in the face of efforts to innovate. Also, incremental approaches to innovation seem to produce long-term effects superior to effects of dramatic attempts to bring about quick change. Finally, policies promoting networking among school people produce more positive impact on innovation than policies based on funding alone. (Author/JM)

ED 172 388 EA 011 811

School Administrators and Law Enforcement Officials. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.
Pub Date-Jun 79
Note-7p.; Best copy available
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Law Enforcement, *Police School Relationship, *School Policy, School Security, Student Rights
Identifiers-Iowa, *School Rules

A model policy and rules for maintaining a cooperative effort between school administrators and law enforcement officials are presented in this pamphlet. The policy and rules were developed by the Iowa State Department of Public Instruction. The model policy stresses cooperation between administrators and law enforcement officers and respect for student rights. The model statement of rules covers conducting investigations in the educational environment, taking a student into custody, disturbance of the school environment, coordination of policies by enforcement officials, and informing school staff members of rules and policies. (Author/JM)

ED 172 389 EA 011 812

Pharis, William L. Zakariya, Sally Banks

The Elementary School Principalship in 1978: A Research Study.

National Association of Elementary School Principals, Washington, D.C.
Pub Date-79
Note-132p.
Available from-National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 ($15.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrative Problems, Administrator Attitudes, Administrator Background, *Administrator Characteristics, Administrator Responsibility, *Administrator Role, Collective Bargaining, Elementary Education, *Elementary Schools, Institutional Characteristics, *Principals, Professional Associations, Salaries, Teacher Administrator Relationship, Teacher Characteristics

This report presents the findings of a 1978 survey of 1,688 elementary school principals. The report summarizes elementary principals' characteristics, experience, professional activities, salaries, and benefits. The characteristics of principals' schools and staffs and principals' relationships with both are discussed. The survey also looked at the principal's role within the school system and responsibilities for collective bargaining. Finally, the study uncovered the principal's problems and opinions and made predictions about the future of the principalsnip. (Author/JM)

ED 172 390 EA 011 813

Chisolm, Grace Butler

Need Achievement and Need Fulfillment Deficiencies as They Affect Educators' Promotional Aspirations: Analysis of Sex, Race, Role, and Experience Factors.

Pub Date-Apr 79

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document; Appendix A may be marginally legible

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement Need, Administrator Background, *Administrator Characteristics, Motivation, *Occupational Aspiration, *Promotion (Occupational), *Psychological Needs, Teacher Background, Teacher Promotion, Teachers

This study examines motivational, personalistic, and experiential variables considered to be important in explaining the promotional aspirations of educators. It assesses the extent to which aspirations are affected by such factors as motivation (or need fulfillment deficiency), personal attributes (sex or race), and experience (professional role or years of experience). The direction and magnitude of relations that exist among criterion and predictor variables were analyzed. Maslow's hierarchy of needs and Atkinson's need achievement concept were the theoretical constructs of the study. Subjects for the study were teachers, potential administrators, and practicing administrators from selected New York City Community School Districts. Instruments used were the Mehrabian Achieving Tendency Scales, Porter's Need Satisfaction Questionnaire, and the Personal Data Form. (Author/JM)

ED 172 391 EA 011 814

Cummings, J. R.

Alternate Learning: Sharing Innovative Programs and Practices.

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Involvement, *Experiential Learning, Policy Formation, Program Development, *School Community Cooperation, Work Experience Programs

Identifiers-Dallas Adopt a School Program, Metro Atlanta Skills Center, Program of Education and Career Exploration

Educators sometimes fail to adequately bring about school community collaboration. To do so, cooperative policy adjustments must be made, such as the supportive network created in the Dallas "Adopt-a-School" Program. Too, implementation adjustments must be made in the development of an action-learning program such as the flexible scheduling systems in the Metro-Atlanta Skills Center and the Program of Education and Career Exploration in Atlanta, Georgia. Programs such as these are created through policy adjustments that reflect the urban school district's commitment to the restoration of relevance in the education of American youth. Characteristics of 11 other programs are briefly listed in the paper. (Author/JM)

ED 172 392 EA 011 815

Gish, Elmer H. Hunter, Richard C.

Planning and Development as Problem-Solving Strategies in Education. A Report on the Richmond (Virginia) Experience.

Pub Date-6 Nov 78

Note-28p.; Paper presented to the Annual Meeting of Concerned Leaders in Educational Administration and Research (CLEAR), formerly the Research and Development Association for Education (TRADAE) (2nd, Alexandria, Virginia, November 5-6, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Citizen Participation, *Educational Improvement, *Educational Planning, *Educational Strategies, Integration Methods, Needs Assessment, *Problem Solving, School Integration, *School Organization

Identifiers-Richmond Public Schools VA

This paper deals with the events that led to a need for problem-solving measures in the Richmond, Virginia, Public Schools, and describes the planning strategies that have evolved since 1973. Events of the late 1960s and early 70s that had a major impact on the school system included three changes of superintendents (that brought three reorganizations), court-ordered desegregation plans, court-ordered annexation, and a court suit seeking consolidation of the metropolitan school systems. The fall of 1973 marked the beginning of the massive planning project. The development of the school system's educational planning capability can be viewed in two stages, each described in this report. Stage 1 was known as the Educational Services Priority Planning Program or ESP-3 and was based almost entirely on a participatory planning strategy. Stage 2 of the development of planning capability was a more formalized approach and is considered in this paper as having begun with the formation of a department of planning and development (Author/MLF)

ED 172 393 EA 011 816

Connors, Eugene T.

Governmental Immunity: Legal Basis and Implications for Public Education.

Pub Date-78
Note-146p.
Pub Type- Historical Materials (060) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrative Personnel, Boards of Education, Court Litigation, Educational Legislation, Federal Legislation, *Government School Relationship, History, Insurance Programs, Legal Problems, *Legal Responsibility, *State Legislation, Torts

Identifiers-*Chisholm v Georgia, *Governmental Immunity

The concept of sovereign immunity in English law originated in both early canon law and the feudal system, became formalized in case law under King Henry II, and as the royal prerogative, became established into statutory law under King Henry VIII. This concept of governmental immunity was adopted by the states when the union was founded. The case Chisholm v. Georgia supported the concept of governmental immunity as applied to the citizens of a state. Since the 1950s, however, state legislatures have been gradually abrogating the state's governmental immunity. Educational institutions and school districts were among the first to have their immunity abrogated. In some states, the courts have indicated that for a school district to purchase liability insurance is tantamount to a consent to be sued, yet even if districts do not purchase insurance, the courts sometimes allow liability suits. Putting funds into a savings account to pay for damages has been ruled illegal in some states. It is recommended that school systems should not count on any type of immunity protection against liability suits, that educational agencies should purchase as much liability insurance as possible, and that schools should undertake an intensive campaign aimed at informing educational officials and employees of their legal liabilities. Appendices present the status of governmental immunity in all states. (Author/JM)

ED 172 394 EA 011 818

Deal, Terrence E.

Beyond Implementation: Reform and School-Community Conflict.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light type in original document

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Change Strategies, *Community Attitudes, *Conflict, *Educational Change, Educational Innovation, Elementary Secondary Education, *Organizational Change, *School Community Relationship

This paper focuses on the conflicts between communities and schools that occur as change and reform activities are implemented. The discussion (1) describes the nature of the relationship between educational organizations and the local (and more remote) environment; (2) suggests conditions that may cause the relationship between schools and local communities to become conflicted when changes are introduced; (3) illustrates the key issues with examples from the change literature particularly recent studies of federally sponsored change in rural areas; and (4) suggests some possible implications for research and practice. (Author)

ED 172 395 EA 011 820

Allison, Derek J.

An Ideal-Type Model of the Public School.

Pub Date-Jun 79

Note-35p.; Paper presented to the Canadian Association for the Study of Educational Administration (Saskatoon, Saskatchewan, June 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Administration, *Educational Sociology, Elementary Secondary Education, *Organizational Effectiveness, *Organizational Theories, *Schools, Social Structure

Rather than concentrating on similarities, it would seem far more profitable to search for ways in which schools are unlike other organizations or the models we have of these. It was suggested that we need to begin building images of schools that are congruent with their reality. This paper attempts the first stage in the task by identifying major generic characteristics of schools in general and public schools in particular. The generic characteristics of schools in general are pupils, classes, instruction, teachers, curriculum, and authorities external to the school itself, which is located on specialized premises. Ideal-type public schools are distinguished by external authorities that form part of a hierarchically organized administrative structure in a sovereign state and compulsorily enrolled pupils that are permanently resident within the territorial jurisdiction of the state. Comments are restricted to two implications for administrative theory and two possible uses in organizational analysis. (Author/MLF)

ED 172 396 EA 011 828

Bamberger, Richard

The Role of the Principal in Energy Conservation.

Pub Date-Feb 79

Note-24p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Building Operation, *Curriculum Development, Elementary Secondary Education, *Energy Conservation, *Environmental Education, Experiential Learning, Federal Aid, Fuel Consumption, Futures (of Society), Life Style, *Principals

The principal's role in energy conservation includes being certain that steps have been taken within the school building to effect energy savings, and using his influence to make certain that his school system applies for an Energy Retrofitting Grant under the National Energy Act if appropriate. However, the principal's greater role is to take the lead in assuring that energy conservation is taught within the school. Maple Hill High School in Castleton-on-Hudson, New York, has a course in environmental studies that has changed people's values by involving them in experiential situations. To make such a program successful requires money, supportive administration, and dedicated teachers. The widest ranging benefits will come from infusion units throughout the school system. Promoting education for energy conservation becomes more important than other responsibilities because of its obvious importance in the very survival of mankind. (Author/MLF)

ED 172 397 EA 011 829

Hess, Fritz And Others
Sex Education in the Public Schools: A Reexamination of the Issues.
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-Feb 79
Note-23p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Church Role, Conflict, Elementary Secondary Education, Family Influence, *Family School Relationship, *Moral Values, *School Responsibility, *Sex Education, Social Problems

Supporters of sex education curriculum see it as a way of keeping in step with the times and of coping with the undesirable side effects of the new morality. Opponents argue that such classes infringe both the right of individual privacy, and the American tradition of dealing with sex in religious and family settings. The implementation of sex education must involve the consideration of such mechanical aspects of education as definition, curriculum, staffing, finance, and evaluation. Sex has traditionally been an individual matter in this nation. There is no reason why the worldwide pattern of massive government intervention in private life should institutionalize this concern. Government, even at the school district level, is simply not equipped to deal with every subject or to solve every problem. The reassertion of the family and private organizations in this connection is not merely an option, it is a necessity. (Author/MLF)

ED 172 398 EA 011 830

Hess, Fritz And Others
Declining Enrollments: National Problem Local Response.
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-Jan 79
Note-50p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Birth Rate, Collective Bargaining, Cost Effectiveness, *Declining Enrollment, *Demography, Educational Finance, *Educational Planning, Elementary Secondary Education, *Enrollment Trends, Expenditure Per Student, Migration Patterns, Prediction, Reduction in Force, *School Closing, School Community Relationship, *School Organization, Space Utilization, State Aid

American schools, after two decades of expansion, are now in the midst of an enrollment decline and inflation. The impact of the shift from growth to retrenchment and streamlining has been severe. An effective approach to this situation requires an understanding of the new conditions and of available alternatives for action. An overview of the changes in the educational system demands a thoroughgoing investigation of the situations that exist at the national, state, and community levels. The present study treats both national and local aspects of the situation. Data concerning the demographic dimensions of enrollment decline are examined. This is followed by a treatment of the impact of decreased enrollment on various aspects of public education including students, community members, school personnel and the physical and economic dimensions. Since the pattern of declining enrollment in many cases points to reallocation of space and closing of structures, the response to decline must come to grips with the human aspects of this process. One system in which reorganization has met with notable success is the East Syracuse-Minoa district of upstate New York. The planning that preceded the reorganization and the process itself are explained in detail. (Author/MLF)

ED 172 399 EA 011 831

Hess, Fritz And Others

They Left Their Audience Applauding: How One District's Reorganization Efforts Won Approval and Cheers!

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Pub Date- 79

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Board of Education Policy, Boards of Education, Community Involvement, *Community Support, *Cooperative Planning, Declining Enrollment, Educational Planning, *School Closing, School Community Cooperation, School Districts, *School Organization, Teacher Participation

Identifiers-*District Reorganization, East Syracuse Central Schools NY

In response to declining enrollment, the school board and administration of the East Syracuse-Minoa Central School District (New York) undertook a comprehensive effort to examine conditions and plan for the future. Following an initial data-gathering phase, a citizens task force was appointed in 1977 to study the problem and make recommendations. In January 1978, a public meeting was held to present task force recommendations and consider public opinion. The citizens group suggested a phased program of reorganization that involved the closing of two elementary and two middle schools. District officials then examined this plan and alternative plans and gathered cost data on each approach. The board of education held a series of work sessions and scheduled a workshop to involve district personnel. By October 1978, the board had narrowed options to three plans. By November 1978, discussions in the school system focused on a program combining elementary grade levels, creating partnerships, and reducing the number of middle schools. A public board meeting was held where the plan presented received strong support. This district response to declining enrollment demonstrated the success possible with a direct and open approach to planning. (Author/JM)

ED 172 400 EA 011 832

Hess, Fritz And Others
Discipline, Disruption, and the American School: A Fundamental Concern.
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-1 Jun 79
Note-25p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Standards, Activism, *Discipline, *Discipline Policy, Discipline Problems, Law Enforcement, Parent Attitudes, Student Alienation, Suspension, Vandalism, *Violence

Both educators and the public are becoming increasingly alarmed by the magnitude of school discipline problems. Surveys of secondary schools reveal increasing incidences of rioting, arson, violence, and property damage. The increase of discipline problems has been linked to the influence of college disruptions, violence on television, the civil rights movement, the increase of violence in the larger society, and the rise of participatory democracy. Educators, by decreasing the amount of time devoted to learning, are partially responsible for discipline problems. Some researchers have blamed the abdication of authority by parents. Reduced school discipline will have adverse effects on students' academic achievement, emotional development, and social attitudes. A continuum of solutions has been suggested, stretching from liberal to conservative. The liberal emphasis on the use of psychology is appropriate for psychotic and neurotic problem students, and the conservative law enforcement approach is probably best for removing criminally disruptive students. Yet for most discipline problems other approaches must be used. The need for behavioral and intellectual standards and structures must be realized. The position of the educator must again be preeminent. Discipline in best approached through a thorough affirmation that learning is the central purpose of the schools. (Author/JM)

Hess, Fritz And Others
Education and the National Productivity Problem: An Analysis.
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-Mar 79
Note-27p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Productivity
Identifiers-Educational Outputs

Productivity in the private sector increased at a healthy rate in the United States from the time of the Depression until about 1966 and has remained uncertain throughout the 1970s. Educational productivity seems to show a similar pattern. Methods for measuring the value of educational outputs have changed since the cost-quality movement of the 1930s and 40s, when degrees of innovation served as the standard. In more recent years research has focused on students' test scores, which have been dropping since 1966. Although it is not clear that test scores are definitive measures of the value of education, the scores must be taken seriously. Solutions to the problem of lower educational productivity cannot readily be found by referring to practices in the private sector, due to the nonprofit nature of the educational enterprise. Instead, a solution may be found through careful handling of four ingredients: staff motivation, response to social change, curricular improvement, and increased commitment. (Author/PGD)

ED 172 402 EA 011 834

Hess, Fritz
Class Size Revisited: Glass and Smith in Perspective.
East Syracuse - Minoa Central Schools, East Syracuse, N.Y.
Pub Date-Feb 79
Note-11p.; For a related document, see ED 168 129
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Class Size, Elementary Secondary Education, *Research Methodology, *Statistical Analysis

Gene V. Glass and Mary Lee Smith claim in their report, Meta-Analysis of Research on the Relationship of Class-Size and Achievement'' (ED 168 129), that their integration of data from 80 previous studies through complex regression analysis techniques revealed a clear and strong relationship'' between decreases in class size and increases in academic achievement. Due to numerous errors in methodology, these findings are highly suspect. These errors include the incorrect assumption that the size of their sample assured randomization, the compounding of statistical errors already existing in the original studies, a lack of adequate concern for statistical significance, and a failure to investigate or account for all the important variables involved in the problem. An additional difficulty is that Glass and Smith failed to take into account the realistic constraints of educational finance, thereby reducing the possible value of their findings. (Author/PGD)

Denney, Loren H.
Selection of Staff The Kids Come First!
Pub Date-Mar 79
Note-10p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Washington, D.C., March 24-28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Employment Interviews, Teacher Participation, *Teacher Selection

The teacher selection process successfully used in a small district in Wyoming essentially involves advertising the vacancy, accepting applications, appointing a selection committee (including two teachers from the building where the vacancy exists), screening the applicants, inviting the top six candidates to come for interviews, and selecting the best applicant by vote. The selection process is concentrated on assessing the applicant's ability to deal with children. For this reason the interview sequence includes use of the Teacher Perceiver Interview and use of a separate group interview by the selection committee. The involvement of teachers on the selection committee assures teachers a role in the staffing process, focuses the selection process on the applicants' suitability to the classroom situation, and enables the applicant to feel understood and therefore more secure before the committee. (Author/PGD)

ED 172 404 EA 011 836

Sound Slide Projectors (with Audio Cassettes). EPIE Report: Number 88e.
Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-79
Note-48p.
Available from-EPIE Institute, 637 West 125th Street, New York, New York 10027 ($20.00; quantity discounts)
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Audiovisual Aids, Elementary Secondary Education, *Equipment Evaluation, Equipment Standards, *Magnetic Tape Cassettes, *Merchandise Information, *Performance Specifications, *Projection Equipment, *Slides

Over the last few years, a variety of fully integrated sound-slide projectors has been introduced to the market, and most of these are suited to educational and training use. Models included in EPIE's testing program met the basic criteria of (1) using standard 35mm slides and compact cassette tape; (2) having automatic synchronization between slides and tape; (3) being capable of having the program changed easily and rapidly; and (4) being a fully integrated design not incorporating any complete proprietary equipment. EPIE considers the 5 models tested to be representative of a total of 16 models. The first section of the report explains the detailed aspects in testing sound-slide projectors for optical performance, electrical and heating characteristics, sound reproduction, and cue tones and synchronization. The second part explains the testing methods use, and the final section presents individual reports of the laboratory test findings including a paragraph on equipment safety. (Author/MLF)

Sharma, C. L.

Ethnicity and Education in the Philippines.

Pub Date-Mar 79
Note-33p.; Paper presented at the Annual Conference of the Comparative and International Education Society (23rd, Ann Arbor, Michigan, March 21-24, 1979); Not available in paper copy due to light print of original document
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation, Catholics, *Culture Conflict, *Ethnicity, Ethnic Relations, Minority Groups, Religious Conflict, School Role, *Social Discrimination, *Social Integration
Identifiers-Chinese People, Muslims, *Phillipines

The population of the Republic of the Philippines is largely composed of common racial stock except for a small minority of ethnic Chinese. Ethnic differences are largely on the basis of language and religion. Over 90 percent of the people are Christians, mostly Roman Catholics, approximately 5 percent are Muslims, and the remainder adhere to the indigenous beliefs of the islands. The Chinese resist integration, maintain their own schools, and have been only marginally assimilated. Communists in the Phillipines, largely scholars or domestic Chinese, are constantly working toward an overthrow of the government. The Muslims are waging a guerrilla war with the objective of seceding from the Republic of the Phillipines. Under these circumstances, the chances for education to successfully serve as an instrument of integration are rather slim. (Author/JM)

ED 172 406 EA 011 838

Seifert, Edward H.

Declining Enrollments and New Staffing Patterns for the Eighties.

Pub Date-2 Feb 79

Note-13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979); Not available in paper copy due to light print of original document

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role, *Declining Enrollment, Elementary Secondary Education, Enrollment Projections, Principals, *Reduction in Force, Seniority

Identifiers-Keough Indicator Survey Scale

As enrollments continue to decline, principals face new staffing problems, especially problems connected with reduction in force. One forecasting method useful for determining if enrollment will decline is the Keough Indicator Survey Scale, which contains questions about key community characterisitics. Administrators experiencing declining enrollments who use a reduction in force policy based on seniority will face problems such as increasing teacher salaries and age. As an alternative to a seniority-based policy, administrators might employ such criteria as quality of service, experience in a specific area, district need, preparation, and certification. A point system might be used that awards teachers points for such things as seniority, advanced degrees, superior evaluations, and coaching or activity sponsoring experience. Other alternatives that can help solve reduction in force problems include staffing to fit midyear projections instead of fall enrollments, an early retirement system, terminating unsatisfactory teachers, cooperating with neighboring school districts, and retraining faculty for available vacancies. Negative results of reduction in force may include public outcry, large class sizes, and a decline of morale. Perhaps the most important aspect of the principal's responsibilities in dealing with declining enrollment is sensitivity to human needs. (Author/JM)

ED 172 407 EA 011 839

Buchmiller, Archie A.

The Zero-Base Budget: A New Management Tool. Information Series, Volume 6, Number 4. Bulletin No. 7430.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date-May 77

Note-16p.; Not available in paper copy due to small print of original document

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, Federal Government, State Government

Identifiers-*Zero Based Budgeting

All indicators appear to point to a continuing and increased public interest in zero-based budgeting (ZBB). Despite its present popularity, ZBB is not new. The theory has been around for more than a decade and it draws heavily on existing systems, particularly on planning, programming, and budgeting systems. ZBB has two phases. The first is the planning phase, which includes four elements information systems, program structure, evaluations systems, and costing systems. The second phase is the analysis of decision packages. The decision packages are presented to successively higher management levels. These documents usually contain a statement of need and related performance objectives, and the identification of current costs for activities to be carried out. The inclusion of a number of different decision alternatives gives top management choices between different levels of benefits and costs. Because of its complexity, ZBB seems most suitable for use every three to five years, rather than every year. Further, it seems most useful for discretionary programs rather than in areas with fixed costs. Business and government organizations that have used ZBB are not in agreement as to its advantages compared to traditional systems. (Author/IRT)

ED 172 408 EA 011 840

Laws of Wisconsin Relating to Nonpublic Schools Covering Legislation Enacted Through January 3, 1977. Bulletin No. 7346.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-77

Note-77p.; Not available in paper copy due to small print of original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Finance, Elementary Secondary Education, Higher Education, *Private Schools, *State Legislation

Identifiers-*Wisconsin

This edition contains the statutes relevant to private schools and their employees. Legislation enacted through January 3, 1977 is included. Also included are relevant provisions of the Wisconsin Constitution. (Author/IRT)

ED 172 409 EA 011 841

Buchmiller, Archie A.

The Time Is Ripe for a Reexamination of Federal Educational Policy. Information Series, Volume 6, Number 3. Bulletin No. 7350.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date-Apr 77

Note-8p.; Not available in paper copy due to small print of original document

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Federal State Relationship, Government School Relationship

Regardless of one's philosophical views of the role of the national government, the new federal willingness to reexamine its past effectiveness and role provides an opportunity for grassroots involvement by both state educational agencies and local school districts. An evaluation of current federal enactments needs to consider several important areas, among them: appropriate federal, state, and local roles and responsibilities are needed to carry out federal programs; the effectiveness of formulas that flow funds into the state on state equalization programs must accommodate tests inherent in the Serrano v. Priest constitutional concerns for state fiscal systems; a resolution is needed for the different treatments and definitions in the several laws in respect to areas such as handicapped, maintenance of effort, nonsupplementation, and so forth; funds need to flow to the states on multiyear, long-range state plans rather than on annual time frames that place a premium on repetitive processes requiring planning, programming, evaluating, and reporting; the merits of national uniformity in treatment for categorical groups versus desirability of state flexibility in treatment need to be examined; and the relationship of state programs that are similar to federal programs must be more clearly delineated. (Author/IRT)

ED 172 410 EA 011 842

Buchmiller, Archie A.
Competency Based Education Issues and Implications (Revised). Information Series, Volume 7, Number 1. Bulletin No. 8284.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Pub Date-Jan 79
Note-18p.; Not available in paper copy due to small print of original document
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Minimum Competency Testing, *Performance Based Education, Program Development

This overview of competency based education (CBE) explores some of the important policies and dimensions of CBE that go beyond the popularized notion that simple tests can be devised to make student promotion and graduation decisions or to demonstrate possession of required or desired competencies. Examined are such areas as the reasons CBE has become so popular, the nature of CBE, the focus of CBE, competency standards and minimums, the measurement of competencies, students who fail, school system change and reform, an approach to implementing CBE, and the pitfalls of implementation. The author concludes that CBE and assessment programs are complex processes that are best described as instructional management systems. Further, a CBE program must be viewed as something more than a testing program to make promotion and graduation decisions and must be accompanied by a strong commitment to correct pupil deficiencies when they are discovered. (Author/IRT)

ED 172 411 EA 011 843

Bennett, Neville

Teaching and Curriculum Organisation in British Open Plan Schools.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 4-8, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Design, Curriculum Design, Elementary Education, Foreign Countries, National Surveys, *Open Plan Schools, *School Design, *Time Factors (Learning)

Identifiers-Great Britain, *Open Plan Schools Inquiry

The data discussed in this speech are taken from a large, three-year study that investigated the whole process of open-plan schooling. The study included a national survey of schools in Britain and a series of onsite observations. The analyses reported here derived from the observation of 552 pupils in grades 2 and 4 using the Pupil Behavior Schedule. The main areas of concern were curriculum allocation, which is the opportunity teachers provide for pupils to study a given curriculum content, and pupil involvement, which represents what pupils make of that opportunity. Large variations were found in the curriculum allocation between units. It is pointed out, however, that such variations are not limited to open-plan schools. The findings on pupil involvement can be interpreted in a number of ways. One might argue that pupils are involved for nearly two-thirds of the week, whereas another might complain that, on the basis of these figures, 9 of the 25 hours a week spent at school are devoted to noncurricular activities. It is of interest that some teachers manage to keep their pupils involved for 19 hours a week and others for only 13. (Author/IRT)

ED 172 412 EA 011 844

Barbacovi, Don R. Clelland, Richard W.

Public Law 94-142: Special Education in Transition.

American Association of School Administrators, Arlington, Va.

Pub Date-78

Note-91p.

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00323; $4.95, quantity discounts; orders for less than $15 must be accompanied by payment in full and add $1.00 for handling and postage)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Agencies, Administrative Personnel, Administrator Role, Due Process, *Educational Legislation, Elementary Secondary Education, Federal Aid, Federal Legislation, *Handicapped Students, Individual Instruction, Inservice Teacher Education, Mainstreaming, Special Education, Staff Improvement, Teachers

Identifiers-*Education for All Handicapped Children Act

The purpose of this handbook is to examine the statutory and regulatory requirements of Public Law 94-142, the Education for All Handicapped Children Act, and to outline various administrative responsibilities of local educational agencies relative to the successful implementation of the act. Four specific goals are listed: (1) to inform public school administrators of the statutory and regulatory requirements of the act, (2) to identify critical issues and describe possible problem areas, (3) to describe the effect that the act could have on organizational structure and operations, and (4) to examine the effect that the act could have on administrative decision-making and evaluation of criteria for program effectiveness. Divided into seven chapters, the book discusses some of the following: the history of P.L. 94-142, local educational agency applications for federal funds, the least restrictive environment in which to educate the handicapped, procedural due process requirements, the requirement for individualized education programs, and personnel development requirements. The book concludes that all segments of society, not just the public schools, must change to accommodate the handicapped. (Author/LD)

ED 172 413 EA 011 845

How to Evaluate Administrative and Supervisory Personnel. Volume IX: AASA Executive Handbook Series.

American Association of School Administrators, Arlington, Va.
Pub Date-77
Note-83p.
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00480; $2.50, quantity discounts; orders for $15 or less must be accompanied by payment in full and add $1.00 for handling and postage)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Evaluation, Educational Accountability, Elementary Secondary Education, *Management by Objectives, *Performance, Staff Improvement
Identifiers-Program Planning Budgeting System

This handbook tells how to identify and afford on-the-job development for administrators and supervisors of a school system or other institution and at the same time how to evaluate them. Developmental performance evaluation, the book says, is similar to Management by Objectives and Program Planning Budgeting Systems and can be used in conjunction with them. Such evaluation is dedicated to on-the-job growth and has performance improvement as the main purpose. (Author/LD)

Clelland, Richard

Section 504: Civil Rights for the Handicapped.

American Association of School Administrators, Arlington, Va.
Pub Date-78
Note-135p.; For a related document, see EA 011 844
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00327; $4 95, quantity discounts; orders for less than $15 must be accompanied by payment in full and add $1.00 for handling and postage)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Access to Education, Administrator Role, *Check Lists, *Civil Rights Legislation, Elementary Secondary Education, *Employment Practices, Equal Opportunities (Jobs), Evaluation Methods, Job Analysis, *Physically Handicapped, Program Evaluation, Program Planning
Identifiers-Education for All Handicapped Children Act, *Rehabilitation Act 1973 (Section 504)

Section 504 of the Rehabilitation Act of 1973 is the first major statutory civil rights enactment that protects handicapped individuals from discriminatory practices in employment and educational opportunities and in accessibility to federally supported programs and activities. The purpose of this handbook is to examine the statutory and regulatory requirements of Title V, Section 504, and to outline the administrative responsibilities of local educational agencies relative to its successful implementation. The goals of this handbook are similar to those of Public Law 94-142: Special Education in Transition,'' a companion document. To achieve these goals, the handbook is divided into five chapters covering substantive and procedural issues, employment practices, and program accessibility. Two final chapters offer a comparison of Section 504 and P.L. 94-142 and identify future trends. The book concludes that the Section 504 regulation, in concert with P.L. 94-142, can provide much needed relief to handicapped individuals. A checklist provided at the end helps determine the accessibility of buildings to the physically handicapped. (Author/LD)

ED 172 415 EA 011 847

Educational Management Tools for the Practicing School Administrator. A Handbook for School Administrators Who Wish to Plan, Organize, Allocate Resources, and Control Educational Programs.

American Association of School Administrators, Arlington, Va.
Pub Date-79
Note-63p.
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00337; $5.00, quantity discounts; all orders less than $15 must be accompanied by payment in full, and add $1.00 for handling and postage)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Decision Making, Educational Administration, Elementary Secondary Education, Flow Charts, *Management Systems, *Program Administration
Identifiers-Gantt Charts, Milestone Charts, Planning Evaluation and Review Technique, Zero Base Budgeting

The purpose of this handbook is to describe selected management tools useful to elementary and secondary school administrators. It attempts to provide the administrator with knowledge that will stimulate the use of these tools in an educational environment. It is intended to enable the administrator to direct educational programs to a productive and successful conclusion. Chapter 1 of the handbook describes the background and history of management tools. Chapters 2, 3, and 4 present three basic types of management tools: the Planning, Evaluation, and Review Technique (PERT); zero-base budgeting; and Gantt, milestone, and flow charts. Chapter 5 discusses application considerations. (Author/JM)

ED 172 416 EA 011 848

English, Fenwick W.
Quality Control In Curriculum Development.
American Association of School Administrators, Arlington, Va.
Pub Date-78
Note-63p.; Some small print may be marginally legible
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00321; $5.00, quantity discounts; all orders less than $15 must be accompanied by payment in full, and add $1.00 for handling and postage)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Responsibility, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, Educational Quality, *Program Effectiveness, *Quality Control, Supervisors
Identifiers-Curriculum Specialists

Curriculum development is an activity that goes on in all school districts, although in some districts it is haphazard and in others it is carefully planned. School district leaders must recognize this situation and take charge of the program to assure that it adheres to high standards. The efforts of each teacher must be "mapped," which means the real curriculum being taught in each classroom must be examined and recorded. This curriculum mapping can be done by having teachers map their own classroom curricula by using such tools as a classroom curriculum mapping worksheet. It can also be done by having observers use tools like an observer form for curricular mapping to record what is being taught in the classroom. The results of this mapping must be the beginning point for making the real curriculum fit the desired curriculum. Curriculum directors, coordinators, supervisors, and other administrative personnel are a vital ingredient in any program of quality control in curriculum development. They are the only ones who can assure the district that the curriculum being taught is the desired curriculum. These administrators must be valued, nurtured, and protected by the superintendent of schools. (Author/JM)

ED 172 417 EA 011 849

Neill, Shirley Boes Custis, Jerry

Staff Dismissal: Problems & Solutions. AASA Critical Issues Report.

American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.

Pub Date-78

Note-80p.; Not available in paper copy due to color of ink used in original document

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00512; $8.95; quantity discounts; orders for less than $15 must be accompanied by payment in full and include $1 for postage and handling)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, *Due Process, Elementary Secondary Education, *Reduction in Force, School Districts, *Teacher Dismissal, *Teacher Evaluation, Teacher Qualifications

This report, addressed to administrators and board members, discusses teacher dismissals in light of such motivating factors as declining enrollment, teacher supply and demand, and budget problems. Divided into nine chapters, this how-to-do-it book discusses some of the following topics: facts and figures on the dismissal of teachers, alternatives to dismissal, evaluation systems, the legal safeguards of due process, building a dismissal case, examples of 12 dismissal cases, factors influencing reduction in force (RIF), examples of four types of RIF systems, and practical advice from experts in the field. Charts and checklists are scattered throughout to aid the user in implementing a workable RIF policy. (Author/LD)

ED 172 418 EA 011 850

Mastoraki, Frank

Reduction in Force, Bridgeton Public Schools. Options, Opportunities and Fiscal Impacts of Declining Enrollment.

Pub Date-15 Aug 78

Note-17p.; Not available in paper copy due to light print of original document

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Declining Enrollment, Elementary Secondary Education, Income, *Reduction in Force, Teachers

Identifiers-*Bridgeton Public Schools NJ

This paper describes the reduction in force (RIF) that took place in the Bridgeton Public Schools, New Jersey, as a result of its exclusion from the formation of a new regional school district. During the school year 1976-77, enrollment declined by 1,600 pupils, tuition diminished by $2,000,000, and staff had to be reduced by 89 employees. The RIF procedure involved reevaluating and reducing program and class sizes and then beginning the task of deleting positions. Some of the steps taken, which are offered as suggestions to school districts, included meeting with the teachers' organization to enlist their support, formulating a seniority list, and keeping staff, students, and community informed of developments. The paper concludes that understanding and managing the results of declining enrollments can make the difference between survival and death of a school system and ultimately a community. Also, the process of dismissing individuals should be conducted in a humanitarian way. Included at the end are steps to follow in an RIF; a sample policy; observations on personnel, programs, facilities, and budgets; and a bibliography of references used. (Author/LD)

ED 172 419 EA 011 85

Chisolm, Grace B.

Exploring the Limits of Intervention: Equity for Women in Educational Administration. Modes of Intervention to Increase Equity for Women in Education.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 8-12, 1979); Attachment A may be marginally legible due to small print

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Administration, Elementary Secondary Education, *Equal Education, *Females, Higher Education, *Instructional Materials, *Intervention, Material Development, *Sex Fairness

As part of a symposium that identifies research and policy implications of selected aspects of a two-year, multi-university effort to increase equity for women in education, this paper presents a five-phase intervention model used in the production of multi-media instructional modules to enhance equity for women. The paper explores each phase (design, production, validation, dissemination, coordination) and underscores the implications for those who are or wish to be involved in advancing women's equity through the creation of training materials. Discussion focuses on the description of activities undertaken within a multi-university effort to achieve the goals specified for this project. (Author/MLF)

ED 172 420 EA 011 852

Chisolm, Grace B.

A 3-D Interpretation of Changes Induced by the Creation of Training Materials.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Affirmative Action, Educational Administration, Elementary Secondary Education, *Females, Higher Education, *Instructional Materials, Material Development, *Sex Fairness

Identifiers-Title IX Education Amendments 1972

This paper is the result of a symposium called to discuss a two-year, multiuniversity development project which attempted to assist in advancing the role of women in education. The purpose of the project, commissioned by the University Council for Educational Administration (UCEA), was to design, develop, validate, and disseminate instructional materials for use in meeting the training needs of five groups, including women preparing for educational leadership, present professors of educational administration, and other decision-makers. A three-dimensional model of change was used that consisted of the three process stages of design, development, and dissemination. Within each of these stages, changes were recorded in individuals, small groups, and the environment as a result of the increasing social interactions, the acquisition of new skills and knowledge, and the critical feedback that project personnel provided to each other. According to the report, a noticeable difference was found in the degree of acceptance of, commitment to, and support for women's educational equity in UCEA. The paper concludes that UCEA and its members have become more cognizant of the role they can play in bringing about compliance with Title IX legislation. Also, the concept of women's equity in education is now an integral part of UCEA's mission to improve preparation programs for school administrators. (Author/LD)

ED 172 421 EA 011 853

Dobson, Russell Dobson, Judith Shelton

Back to Basics: Multiple Perspectives. Curriculum Bulletin, Vol. XXXIII, No. 345.

American Education Foundation, Oceanside, Oreg.
Pub Date-Sep 79
Note-32p.
Available from-Curriculum Bulletin, Oceanside, Oregon 97134 ($2.00, plus $0.50 postage for orders under $5.00; payment must accompany orders)
Journal Cit-Curriculum Bulletin; vXXXIII n345 Sep 1979
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Design, *Educational Philosophy, Educational Theories, Elementary Secondary Education, Motivation, *Relevance (Education), Teaching Methods

Currently, demands are being made on schools from pressure groups involved in the so-called ``back to basics'' movement. This handbook was written in response to those demands with the stated purpose that curriculum workers need a system to distinguish valid educational options from current fads and trends. A model of these options is offered, which divides their philosophies into three contrasting designs that can be used in day-to-day practice in the school. The three designs represent educational approaches ranging from behaviorism to pragmatism to existentialism. The basic beliefs underlying such concepts as motivation and learning conditions are listed for the reader. A discussion then follows concerning instructional behavior, curriculum, organizational design, resources, general physical descriptions, and evaluation procedures congruent with the beliefs of each design. The document concludes by recommending a focus on the philosophy of education and an understanding of relationships between educational points of view and actual school procedures. (Author/LD)

ED 172 422 EA 011 854

Gregory, Sundra

SPECS in Two Districts: The Perceptions of Teachers and Administrators.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 75
Note-73p.; For related documents, see ED 087 442, ED 111 073, ED 168 110-117, EA 011 855-856, and EA 011 877
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Educational Objectives, Elementary Secondary Education, Program Development, Program Evaluation, *Teacher Attitudes, Teacher Participation
Identifiers-*School Planning Evaluation Communiction System

In 1975 a survey was conducted of teachers' and administrators' perceptions of the School Planning, Evaluation, and Communication System (SPECS) in two school districts. The purpose of this study was to provide information about the effects of SPECS in action. The first district, called Pine School District in the study report, was located in a western state and had used SPECS in two pilot schools. The other district, designated Maple School District, was located in an eastern state and had recently introduced SPECS in one school. Almost all teachers and administrators who had been involved in the SPECS Program were interviewed. Many specific findings and a few general comparisons emerged. Administrators in Pine reported that the main reasons for introducing SPECS were improved curriculum development, teacher planning, and data collection, communication, and management. Teacher perceptions of actual outcomes of the program indicated that progress had been made in the areas of curriculum development and teacher planning and data collection. In Maple, teacher perception data offered suggestive but not conclusive data that administrator goals were being met. All the administrators in Pine expressed satisfaction with the SPECS Program and Pine teachers strongly agreed. In Maple two of the three administrators felt a program like SPECS was needed but most teachers evaluated SPECS negatively. The survey suggested that the lack of support from Maple teachers may have been caused by not having a choice about participating, enough control over the program or their own materials, a tangible end product, or a full-time curriculum director. (Author/JM)

Cole, Barbara Henderson, Stephanie S.

SPECS Field Test Site Event Chronologies.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-358p.; For related documents, see ED 087 442, ED 111 073, ED 168 110-117, EA 011 854-856, and EA 011 877 ; Some pages marginally legible due to faint type; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Case Studies, Community Colleges, Educational Planning, Elementary Secondary Education, Junior Colleges, *Program Development, School Districts
Identifiers-*School Planning Evaluation Communication System

This set of chronologies tells the stories of fourteen sites thirteen public school districts and one community college that participated in the 1974 field test of the School Planning, Evaluation, and Communication System (SPECS). The collection is intended to provide a resource for teachers, administrators, board members, and university professors who might be considering the implementation of SPECS or a similar system. The chronologies have been verified to be accurate by key administrators, SPECS consultants, and development team members, but all site names are fictitious. Some of the stories chronicle successes, and others tell the stories of districts that encountered many problems in their implementation attempts. (Author/JM)

ED 172 424 EA 011 856

Gregory, Sundra

SPECS Field Test Sites: The Perceptions of Teachers and Administrators.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 76
Note-80p.; For related documents, see ED 087 442, ED 111 073, ED 168 110-117, EA 011 854-855, and EA 011 377

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Attitudes, Educational Objectives, Elementary Secondary Education, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, *Teacher Attitudes

In 1976 a survey was done to ascertain teacher and administrator responses to the School Planning, Evaluation, and Communication System in six districts in which it was implemented. Research was conducted through written questionnaires. Three districts provided enough data for detailed analysis, and two provided enough data for brief discussion. Data collected for each district focused on such issues as introduction, use, actual consequences, and evaluations of SPECS. A general overview of data revealed that at least 75 percent of responding teachers felt that after SPECS, (1) their instruction was more individualized, (2) evaluation of students was improved, (3) goals and objectives were better coordinated with those of others, (4) course planning had improved, (5) progress reports to parents were facilitated, and (6) ability to choose course materials was improved. On the whole, the data suggest that most teachers in the sample had a favorable attitude toward SPECS although a sizeable minority were unenthusiastic. Among the fourteen administrators represented in this study, there was almost total unanimity in endorsing SPECS. (Author/JM)

ED 172 425 EA 011 857

Jovick, Thomas D.

Approaches to Data Analysis in Longitudinal Field Investigations of Educational Programs.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-29p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, Data Analysis, Elementary Education, Field Studies, *Longitudinal Studies, Multiple Regression Analysis, Multiunit Schools, Raw Scores, *Research Methodology, True Scores
Identifiers-Management Implications of Team Teaching Project

The federally funded longitudinal field study called Management Implications of Team Teaching (MITT) required a search for an appropriate strategy for analyzing through-time relationships among selected variables. The MITT project used questionnaires and interviews to collect data concerning the work, governance, attitudes, and orientation of teachers in fourteen multiunit elementary schools and thirteen conventionally organized elementary schools. In a study like MITT, one typically wishes to investigate gains or decrements in scores on variables as a consequence of either treatment differences (multiunit as opposed to conventional organization) or variation in quantitative variables. Two problems confront investigators who embark on longitudinal data analyses: one concerns whether to use original scores or ``true score'' estimates, and the other concerns what statistical procedures to apply to these scores. This document explains why and how the investigators in this case chose to use original scores and multiple linear regression analysis. While data from the MITT project are used to illustrate the process by which these methods were chosen, the findings of the original study are not presented here. (Author/PGD)

ED 172 426 EA 011 858

An Update on Time Management. ACSA Operations Notebook 8.
Association of California School Administrators.
Pub Date-Feb 79
Note-65p
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($4.00 for nonmembers; $2.00 for ACSA members)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration, Administrative Problems, Decision Making Skills, Elementary Secondary Education, *Management, Planning, *Time
Identifiers-Time Management

This document provides information to school administrators and others in similar positions on effective techniques for managing their time to best advantage. It is written in several styles in an effort to be easily readable. Liberal use has been made of the outline form and key words to stimulate ideas, while narrative has been kept to a minimum. Topics covered include time analysis, use of daily records and logs; delegation of responsibility; hints on control of paper work, visitors, meetings, and telephone calls; planning techniques; and time-saving hints of a more general nature. (Author/PGD)

ED 172 427 EA 011 859

Yingling, Walter S.

The Role of Principals in Politics.

Pub Date-25 Mar 79

Note-16p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Washington, D.C., March 24-28, 1979); Pages 5 and 7 may be marginally legible

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Elementary Secondary Education, Political Influences, Political Power, Principals

Identifiers-Politics of Education

This talk uses humor to draw attention to the principal's responsibility and potential in promoting adequate education legislation. Knowledge of the issues in current legislation, contact with legislators, and organized action by administrators' associations are among the topics commented on. (PGD)

ED 172 428 EA 011 860

Beckner, Weldon

Better Inservice Education for Principals of Smaller Schools.

Pub Date-Feb 79

Note-22p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Change Strategies, Curriculum Development, Discipline, *Educational Change, Educational Innovation, Elementary Secondary Education, *Inservice Education, Needs Assessment, *Principals, Rural Schools, *Small Schools, Workshops

Research into the needs of small school administrators and effective ways to help meet those needs through inservice education projects was conducted over a period of two years by means of a needs assessment and two small-scale workshops. The purpose of the workshops was to try out a basic format and some techniques perceived to be potentially more beneficial to the participants than the typical convention or meeting. A basic position taken in developing the format and materials for the workshops was that efforts to change educational practices, either in larger or smaller schools, have tended in the past to emphasize what should be changed, rather than how change might best occur. A review of literature revealed that recent experience in bringing about change in organizations has tended to indicate that the process, or change strategy, is more important than the identification of product or change desired. The format for the inservice workshops was designed to provide simulated experience in a change process that could be used with teachers and other school personnel. (Author)

ED 172 429 EA 011 861

Fowler, Delbert H.

Declining Enrollments: Staffing for the Eighties.

Pub Date-Feb 79

Note-7p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board of Education Policy, Citizen Participation, Decision Making, *Declining Enrollment, Expenditure Per Student, *Personnel Policy, *Reduction in Force, *School Closing, Secondary Education, Seniority, Student Teacher Ratio, Teacher Retirement

School districts that survive declining enrollments will be the ones who recognize that the problem exists and build their programs and plans to meet the problem. It is necessary to know community demography and develop farsighted, actuarily sound projections of the effects. As money is basic to the problem, it is necessary to know the fiscal characteristics of a particular decline and the possible resources that are available. In regard to staffing, administrators will have to become experts in labor management. Tenure and reduction in force policies will have to be negotiated. District incentives and early retirement may have to be re-evaluated and changed to meet changed circumstances. However, declining enrollments can be a new motivating force that will provide opportunities in education. With foresight, planning, and imagination, schools will benefit by new thinking and creative leadership to meet the demands of the times. (Author/MLF)

ED 172 430 EA 011 862

Yackel, Donald D.
Application/Motivation Programs: Outdoor Education. Draft.
Pub Date-Mar 79
Note-47p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Washington, D.C., March 24-28, 1979); Not available in paper copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Instructional Innovation, Motivation, *Outdoor Education, *Parent Attitudes

Each year pupils and teachers at the Warren Harding School in Rochester, New York, participate in a comprehensive outdoor education program. The activities may be designed on a short-term basis to expose students to an area not previously known or may extend over a longer period of time to obtain in-depth exposure. Extensive use is made of neighborhood and community resources. Included are a general statement of the philosophy behind the program and a listing of program goals, as well as a detailed description of the program site and implementation of the program. (Author/MLF)

ED 172 431 EA 011 863

Bellace, Janice R. Berkowitz, Alan D.

The Landrum-Griffin Act. Twenty Years of Federal Protection of Union Members' Rights. Labor Relations and Public Policy Series, No. 19.

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.

Pub Date-79

Note-363p.

Available from-Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104 ($15.00)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-*Civil Liberties, Court Litigation, *Disclosure, Elections, Federal Legislation, Fees, Freedom of Speech, *Labor Legislation, *Labor Unions

Identifiers-Landrum Griffin Act

Enacted in 1959, the Landrum-Griffin Act or Labor-Management Reporting and Disclosure Act was intended to attain maximum protection for the rights of individual workers within the union without undermining the union as an institution necessary for the existence of collective bargaining. Title I is the union members' bill of rights; titles II-VI regulate the internal practices of unions and require that union officals disclose and report certain information; and title VII contains amendments to the National Labor Relations Act. Over the past 20 years, courts have grappled with the problem of resolving the conflicting objectives of the members and the union while implementing the statutory purpose. In this study, the courts' stance on various issues that have arisen under the Landrum-Griffin Act is analyzed to determine how the courts have balanced the needs of members against the needs of the union. In addition, the role that the Department of Labor has played in the enforcement of the statute is considered, particularly with regard to elections and union funds. (Author/JM)

ED 172 432 EA 011 864

Pennsylvania School Improvement Program. The Linker's Handbook for Curriculum Improvement Strategies. Volume I: Modules 1 through 11. Introduction and Orientation to PSIP and Curriculum Assessment Activities. Volume II: Modules 12 through 23. Program Selection, Implementation and Evaluation. Volume III: Appendices 1 through 23.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Contract-400-76-0034

Note-811p.; Some pages may be marginally legible due to light print

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors-Change Agents, Consultation Programs, *Curriculum Development, Curriculum Planning, Decision Making Skills, Elementary Secondary Education, Models, Needs Assessment, Problem Solving, Program Development, State Programs

Identifiers-Linking Agents, Pennsylvania School Improvement Program

The Pennsylvania School Improvement Program (PSIP) was initiated to develop and demonstrate curriculum improvement strategies in basic skills areas at the local school level in cooperation with the Pennsylvania Department of Education and several research and development agencies. The PSIP process is a problem-solving method with five major steps: school visitation by the PSIP curriculum specialists, needs assessment, knowledge consolidation, product selection, and product implementation and evaluation. The process depends on the mediation of a linker, a curriculum specialist trained to help teams at the district level perform PSIP activities and obtain access to information and resources at the state, regional, and national levels. The activities coordinated by the linker are divided into 23 distinct modules, described in this document which is intended for use by those trained in the PSIP process. Information provided on each module includes purpose, objectives, expected outcomes, time and material requirements, activities, follow-up work, alternative strategies, and agendas. Master copies of handouts and transparencies used in the workshops and activities of each module are included. (Author/PGD)

ED 172 433 EA 011 868

McMaster, Donald J. Sinkin, Judy G.
Money and Education: A Guide to California School Finance.
Educational Testing Service, Washington, D.C. Education Policy Research Inst.
Spons Agency-American Federation of Teachers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 76
Contract-NIE-6-76-0062
Note-85p.
Pub Type- Guides - General (050) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, *Finance Reform, *Foundation Programs, Income, Property Taxes, School Districts, *State Aid, Tables (Data), Tax Effort, Tax Rates
Identifiers-*California

The purpose of this manual is to provide information regarding school finance reform in the state of California to the legislature, governor, education department, teachers, and other interest groups. Chapter 1 briefly describes disparities in expenditures for education among California school districts, first using a sample of school districts and then describing the state as a whole. Chapter 2 gives a basic explanation of California's education finance plan, which is designed to reduce these disparities. Also discussed are the major features of California's plan enacted in Senate Bill 90 and Senate Bill 1641. This chapter also shows how California's finance plan works, including how to determine the amount of state aid a district will receive for general purposes, how a district's expenditures are regulated, and how areawide aid provisions operate. Five appendices discuss the following: definitions of school attendance, increases in the foundation amount per pupil, state aid for teachers' retirement, adjustments to the revenue limit, and the adult foundation program. (Author/LD)

ED 172 434 EA 011 869

McMaster, Donald Sinkin, Judy G.

Money and Education: A Guide to Florida School Finance.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Spons Agency-American Federation of Teachers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 77

Contract-NIE-6-76-0062

Note-68p.; Not available in paper copy due to light print of original document

Pub Type- Guides - General (050) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, *Finance Reform, *Foundation Programs, Income, Property Appraisal, Property Taxes, School Districts, *State Aid, Tables (Data), Tax Rates

Identifiers-*Florida

This manual provides an introduction to the system of financing elementary and secondary education in Florida. School finance reform in Florida, the paper notes, has been considered a success primarily due to a grouping of conditions that created an atmosphere conducive to reform. Chapter 1 explains how the state's education finance plan operates and includes a discussion of categorical aid, another form of state aid. Chapter 2 shows ways in which the user can study the impact of the education finance plan on the raising and distributing of resources for education. The manual concludes that any disparities existing among Florida school districts seem to be related to the state's value judgment that some pupils and some districts have higher needs. Tables, formulas, and step-by-step exercises are provided throughout the document for users. (Author/LD)

ED 172 435 EA 011 870

McMaster, Donald J. Sinkin, Judy G.
Money and Education: A Guide to New York School Finance.
Educational Testing Service, Washington, D.C. Education Policy Research Inst.
Spons Agency-American Federation of Teachers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-NIE-6-76-0062
Note-64p.
Pub Type- Guides - General (050) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, *Finance Reform, *Foundation Programs, Income, Property Appraisal, Property Taxes, School Districts, *State Aid, Tables (Data), Tax Rates
Identifiers-*New York

This manual provides an introduction and guide to the system of financing elementary and secondary education in the state of New York. Chapter 1 explains how the state's education finance plan operates by allowing districts to calculate aid under two foundation formulas. Chapter 2 describes how the state's plan addresses disparities by equalizing the raising and distributing of resources for education. Tables, formulas, and exercises are provided throughout the document for users. (Author/LD)

ED 172 438 EA 011 871

Goertz, Margaret E.

Money and Education: How Far Have We Come? Financing New Jersey Education in 1979.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Mar 79

Note-82p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Comparative Analysis, Elementary Secondary Education, *Equal Education, Equalization Aid, *Expenditure Per Student, Income, Operating Expenses, *Property Taxes, *Resource Allocations, School Districts, *State Aid, State Legislation, Tax Effort

Identifiers-Budget Caps, *New Jersey, *New Jersey Public Education Act 1975

This document is the second in a series of reports that measures progress to-date in making New Jersey's school finance system fairer to students and taxpayers alike. It examines change in the distribution of revenues and expenditures between 1975-76 and 1978-79, the equity of these distributions, how budget caps influenced these shifts, and the relationship between expenditures and the distribution of educational resources. These issues are examined in light of the negligible effect of the Public School Education Act of 1975. This act, the report states, was designed to meet the New Jersey Supreme Court's objections in Robinson v. Cahill that heavy reliance on local property taxes to pay for education was not producing the constitutionally mandated, thorough and efficient education for students. Several tables are included throughout the report. The appendices offer an explanation of methodology used and how the state aid formula operates. (Author/LD)

ED 172 437 EA 011 877

Frentz, Anne Sutherland

Wide and Deep: An Assessment of the Nature and Magnitude of the Costs of Implementing SPECS.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 76

Note-128p.; For related documents, see ED 087 442, ED 111 073, ED 168 110-117, and EA 011 854-856; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, *Cost Effectiveness, Educational Innovation, Elementary Secondary Education, *Estimated Costs, Program Budgeting, *Program Costs, Program Descriptions, Program Development, School Districts, Teachers, Time

Identifiers-*School Planning Evaluation Communication System

The purpose of this study was to estimate the costs in both money and teachers' and administrators' time required to implement the School Planning Evaluation and Communication System (SPECS). The primary source of data was the SPECS field test site activities records maintained by the SPECS development team. Costs were calculated for each district. Overall, costs of installing the SPECS system were difficult to assess, and conclusions were tentative. Results revealed that the cost of conducting a systems analysis of a district may range from five person-days to several months, depending on the level of detail desired and the size of and complexity of the district. The cost of changing to a program budget will be high unless the district is very small or shares a system with other districts. The third component, made up of program planning, implementation, documentation, evaluation, and replanning, is the most intricate of the components and the one for which costs are the most difficult to assess. Implementation is the most costly phase of this component. Data on components four (community goal definition) and five (policy-making) are sketchy but the costs of implementing these components are not sizeable. A lengthy appendix contains details of cost analysis data and data analysis. (Author/JM)

ED 172 438 EA 011 878

Terborg, James R.

Individual and Group Behavior in Educational Organizations under Environmental Stress. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-77-0043
Note-50p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Bibliographies, Definitions, Elementary Secondary Education, Group Behavior, Individual Differences, *Interdisciplinary Approach, Models, *Organization, Organizational Change, *Organizational Theories, Psychological Studies, Research Needs, *Schools, Social Science Research, Sociology, *Stress Variables

The purpose of this report was to consider factors that might be important for understanding how schools as organizations respond to environmental stress. Literature from psychology, sociology, education, and political science is reviewed and an attempt is made to integrate a diverse body of findings, using concepts from general systems theory and from stress research. A framework is presented that identifies variables of interest, suggests possible dynamic processes, and considers situational factors that facilitate and inhibit behavior. Some suggestions for the conduct of research are offered in the hope that future efforts to study schools as organizations would include concepts from psychology and sociology. (Author/MLF)

ED 172 439 EA 011 879

Stuckey, Dale C. Haines, Preston B.
School Districts of South Carolina: Organization and Administration.
South Carolina State Dept. of Education, Columbia.
Pub Date-Jan 79
Note-85p.; Not available in paper copy due to small print of original document
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Board of Education Role, *Educational Finance, *Reference Materials, Responsibility, School Budget Elections, *School Districts, *School Organization, School Taxes, State Legislation, Tax Rates
Identifiers-*South Carolina

This publication is an update and expansion of earlier studies on the legal organization and administration of school districts in South Carolina. The treatment of this topic progresses from the general to the specific and includes detailed data about the geographical, organizational, financial, and legal aspects of the topic. The report attempts to provide each district with some perspective of its organization as compared to other districts, and also to identify the legal base underlying the organization and administration of school districts in the state. Section 1 contains background information about school district organization and responsibilities, and state legislation affecting school finance. Section 2 consists of a 27-page table showing organization and administration by county, district, and area; number of persons on boards of trustees, and whether appointed or elected; authority for school taxes; limit of bonded indebtedness; and mills levied 1978-79. Section 3 has summary charts comparing districts that show geographical identification; fiscal status; and data about intermediate, local, and area boards. (Author/MLF)

ED 172 440 EA 011 880

Truett, Carol
Women in Educational Administration: Is There a Basic Role Conflict?
Pub Date-79
Note-29p.; Paper presented at a Conference on Women and Work (Bloomington, Indiana, March 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Personnel, Coping, *Educational Administration, Elementary Secondary Education, *Equal Opportunities (Jobs), *Females, *Leadership Qualities, *Role Conflict, Self Concept, Sex Discrimination

The lack of women in top administrative positions in education has often been dismissed as attributable to role conflict. The available research literature is examined to determine if there is evidence of role conflict, and, if present, if role conflict prevents women from functioning adequately as educational administrators. Three possible types of role conflict that may result when individual needs clash with normative standards and/or institutional expectations are personality conflict, role-personality conflict, and role-role conflict. Personality conflict is defined as occurring when aspects of an individual's personality are in conflict with other aspects of that same individual's personality. Role-personality conflict is the belief that women simply do not possess the personality traits necessary to perform the role expected of any administrator including that of any educational administrator. Role-role conflict for women is based on the assumption that women simply cannot handle two or more roles simultaneously. Styles of coping with role conflict are identified as role redefinition, personal reorientation to roles, and reactive role behavior. Role conflicts for women administrators do indeed exist; however, we can hardly conclude that this renders women less efficient or effective if they choose to make educational administration their major role in life. (Author/MLF)

ED 172 441 EA 011 881

Patterns of Government for Wisconsin School Districts. Revised.

Wisconsin State Dept. of Public Instruction, Madison. Div. for School Board and Administrator Services.

Pub Date-76
Note-16p.; Page 6 may be marginally legible
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Governance, Political Power, Responsibility, *School Districts, State School District Relationship
Identifiers-*Wisconsin

This publication outlines the characteristics of the five kinds of Wisconsin school districts: the common school district, the union high school district, the city school district, the unified school district, and the city of the first class. The report discusses general characteristics, annual meetings, school board duties and powers, mechanisms for audits, tax levies, taxation of attached territory, disbursements, construction work, and the sinking fund. (JM)

ED 172 442 EA 011 882

Buchmiller, Archie A.
Citizen Participation in Program Operations Under Selected Federal Education Programs. Information Series Volume 7, Number 2.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Report No.-WSDPI-Bull-8358
Pub Date-Feb 79
Note-8p.; Not available in paper copy due to small print of original document
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advisory Committees, *Citizen Participation, *Educational Programs, Elementary Secondary Education, *Federal Programs, Program Planning, *Responsibility

This paper briefly examines the nature of provisions for citizen participation in selected federal programs. Requirements for citizen involvement are discussed under three major categories: (1) organization and membership requirements, (2) duties and responsibilities, and (3) responsibilities of state and local agencies to accommodate citizen input. The programs examined in this analysis are assumed to be representative of other federal programs in respect to such provisions. (Author/MLF)

ED 172 443 EA 011 883

Choy, Susan P.

Organizational Domain Changes in Response to Budget Reductions: New York City High Schools and the Fiscal Crisis.

New York Univ., N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-NIE-G-78-0041
Note-239p.
Pub Type- Dissertations/Theses (040) -- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Class Size, Comparative Analysis, Educational Administration, *Financial Problems, Instructional Programs, Multiple Regression Analysis, *Organizational Change, *Resource Allocations, *Retrenchment, Senior High Schools
Identifiers-*New York City Board of Education

The aim of this research was to examine the response of large public organizations to financial resource reduction not accompanied by decline in the demand for services. The focus was 94 New York City public high schools that received substantial budget cuts in 1975-76 and 1976-77. Effects on mix of services and class structures were studied. All the data used in the study came from two reports published by the New York City Board of Education. Although there was wide variation among the schools, the net effect of the two cuts was proportionately greater cuts in administration and support than in instruction. Also in response to each budget cut, average class size was increased and the number of subjects taken by the pupils decreased. Regression analysis was used to examine the causes of variation in response among schools. The major conclusions were that responses to budget cuts will vary, depending on such factors as the characteristics of the organization and its clients. Results also suggest that methods of resource allocation designed for periods of stable or increasing resources may be inadequate during decline. (Author/JM)

ED 172 444 EA 011 884

Girard, Kathryn L.
Developing Women's Programs.
Massachusetts Univ., Amherst. Everywoman's Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-45p.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($0.75, plus 20% of the cost of the materials to cover shipping; all orders under $20 must be prepaid; all orders over $20 must be accompanied by payment or authorized purchase order)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Females, Feminism, Group Activities, *Needs Assessment, Objectives, *Program Development, Program Evaluation, Workshops
Identifiers-*Womens Centers

The materials on program development presented here were originally developed as a component of a five-day training program of the Women's Educational Equity Project of the women's center at the University of Massachusetts, Amherst. The booklet's purpose is to provide users with explicit information on program planning and decision-making in a women's center or other organization. It begins by defining needs, including the process, importance, and ways of identifying needs. Whose needs to consider, when to identify needs, and criteria for writing a funding proposal are discussed in detail. Also discussed are program objectives and activities, including criteria for developing them and selecting methods. The document closes with a discussion of program evaluation. Rewards exist for incorporating at least some of these processes into a center's program planning, the booklet states. Benefits include preparation for defending a budget request and opportunities for liaison with groups sharing similar goals. (Author/LD)

ED 172 445 EA 011 885

Developing and Negotiating Budgets for Women's Programs.

Massachusetts Univ., Amherst. Everywoman's Center.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-71p.

Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($1.50, plus 20% of the cost of the materials to cover shipping; all orders under $20 must be prepaid; all orders over $20 must be accompanied by payment or authorized purchase order)

Pub Type- Guides - Non Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Females, Feminism, Income, Operating Expenses, *Program Budgeting, Resource Allocations

Identifiers-*Womens Centers

The materials on budgeting presented here are based on training programs conducted for women's centers through the Women's Educational Equity Project of the women's center at the University of Massachusetts, Amherst. The booklet's purpose is to provide users with explicit information on developing and negotiating budgets for women's programs. Topics covered include kinds of budgeting (for example, incremental and zero-base), types of funds available, sources of funds to tap, and budgetary cycles. The final chapter offers suggestions on preparing the actual budget, including such topics as dealing with the political implications and promoting credibility. The appendix offers more specific guidelines to follow for budgeting effectively. (Author/LD)

ED 172 446 EA 011 886

Dearman, Nancy B. Plisko, Valena White
The Condition of Education, 1979 Edition. Statistical Report.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-299p.; For related documents, see ED 155 811-812 and EA 011 887; Parts marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02008-4; $7.00 for set of Part 1 and Part 2)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Achievement, College Faculty, *Educational Finance, Elementary Secondary Education, *Enrollment, Equal Education, Females, Higher Education, *Minority Role, School Environment, Sex Fairness, Social Factors, *Sociocultural Patterns, Student Characteristics, Teachers, Vocational Education

This annual statistical report describes conditions in education and conditions in the larger society that affect education. Statistical data are presented on issues concerning educational institutions, participants, and personnel. The report is organized to reflect the characteristics of the educational system and its relationship to the larger society. The first section of this report describes trends and developments affecting education at all levels. Chapter 1 discusses such issues as the family, work, and the community in an effort to describe the societal context of education. Chapter 2 covers such facets of elementary and secondary education as enrollment, progress through school, school environment, and teachers. Chapter 3 examines postsecondary education, including occupational and adult education, and students, instructional faculty, and finance in higher education. In the second section of the report special topics have been selected for closer analysis. Chapter 4 looks at the financing of elementary and secondary education, chapter 5 examines outcomes of education, and chapter 6 explores the status of minorities and women in higher education. (Author/JM)

ED 172 447 EA 011 887

The Condition of Education, Part 2, 1979 Edition. NCES Programs and Plans.

National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-24p.; For related documents, see ED 155 811-812 and EA 011 886
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02008-4; $7.00 for set of Part 1 and Part 2)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Bases, Data Collection, Federal Programs, *School Statistics, Statistical Analysis
Identifiers-*National Center for Education Statistics

This report discusses the program and plans of the National Center for Education Statistics (NCES) for 1979-80. The publication provides an overview of the major program activities for fiscal year 1979 and plans for 1980. The center provides data to monitor trends in education and address key policy issues. These data are supplemented by special studies mandated by Congress or developed in response to a specific need. The NCES program is divided into two major activities. The education statistics program develops and maintains a core of education statistics on both institutions and individuals for monitoring trends in elementary secondary and postsecondary education and for providing information to address policy issues. The statistical services program develops and maintains a comprehensive program of services to maximize accessibility and usefulness of NCES education statistics. (Author/JM)

ED 172 448 EA 011 888

Religions in the Public Schools: Legal and Desirable.
National Association of Secondary School Principals, Reston, Va.
Pub Date-Jun 79
Note-13p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50, quantity discounts; payment must accompany orders of $10 or less)
Journal Cit-Curriculum Report; v8 n5 Jun 1979
Pub Type-Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biblical Literature, Court Litigation, *Curriculum, Elementary Secondary Education, Public Schools, *Religion
Identifiers-*Religious Studies

There is a great deal of confusion over the proper relationship of religion to education, and many people believe that Supreme Court decisions have forbidden any mention of God or religion in schools. However, court opinions and other legal statements make it clear that it is legal and desirable to teach about religion in the schools and that the proper role of religion in public schools is as education although not as religious observance. Over the last 15 years, there has been a steady growth of interest in teaching about religions at all levels. Local districts and state departments of education have developed religious curriculum guidelines and teachers have pioneered new units on religion. Several states now certify teachers for religious studies, and clearinghouses and dissemination centers on religious studies have arisen. Many new commercial materials suitable for public school teaching of religious studies have been developed. Many school programs described in this report focus on topics such as the Bible as literature or comparative religion. Descriptions and addresses of centers involved with the creation of religious studies instructional materials are also given. (Author/JM)

ED 172 449 EA 011 889

The District Master Plan for School Improvement: Instructions and Suggestions. Revised.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-41p.
Available from-Publications Sales, State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Board of Education Role, Citizens Councils, Educational Improvement, Elementary Secondary Education, *Master Plans, *Program Planning, *School Role
Identifiers-*California, California Assembly Bill 65, School Site Councils

This document provides step-by-step instructions for completing a school district master plan. It can be used by administrative personnel to pull together those policies, procedures, and criteria that can enhance an effective working partnership between school and district. The document uses boldface, italic type to identify instructions set forth in California state laws (Assembly Bill 65), followed by a clarification of the intent of the requirements and suggestions of what to do and to avoid. Examples of topics covered in developing a master plan include providing the public with information on school improvement, considering school site councils, and serving students with special needs. One section of the handbook is devoted to developing strategies to assist schools receiving grants and all schools implementing consolidated application programs. The appendices offer suggestions to small districts and districts in cooperatives. Also, a composite guide is offered at the end for continuing development and review of a school district master plan. (Author/LD)

ED 172 450 EA 011 890

Stander, Philip

Theory/Practice Curriculum in Public Administration.

City Univ. of New York, Brooklyn, N.Y. Medgar Evers Coll.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date- 78

Note-693p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051) - Reports - Evaluative (142)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education, Administrator Role, Communication Skills, Federal Legislation, Federal Programs, Higher Education, Personnel Management, *Public Administration Education, Skills, *Tests

The Theory/Practice Public Administration Pilot Project at Medgar Evers College at the City University of New York attempted to develop a curriculum that would integrate theory and practice in public administration education. This publication contains the final evaluation report of the project along with the learning packages used in the program. The evaluation report explains the program and each of its competence-based areas: values underlying public policy; implementing statutory programs and policies; communicating public agency policies, plans, and practices; and analyzing and contributing to personnel relationships, systems, and practices. The report presents demographic, pretest, posttest, and attitudinal data. The demographic survey revealed that more than half the students in the program are female, and that the students are older than most college students and have rather low high school grades. Analysis of attitudinal data revealed very positive student attitudes toward the program. A comparison of pretest and posttest scores revealed dramatically significant student gains. The learning packages section of the document presents the program's broad objectives (called theory practice units) and the accompanying performance objectives (called components). Also included in the learning packages section are program curriculum materials, reading lists, syllabi, glossaries, examinations, and quizzes. (Author/JM)

ED 172 451　　　　　　　　　　　　　　　　EA 011 891

Fringe Benefits for Superintendents in Public Schools, 1077-78. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-79
Note-144p.; For related documents, see EA 011 892-893
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Fringe Benefits, Health Insurance, *Insurance Programs, Leave of Absence, Personnel Policy, Salaries, *School Superintendents, Statistical Surveys

Part 1 of a three-part report on fringe benefits in the schools, this study focused on 1977-1978 fringe benefits provided for school superintendents. Data were collected through a survey instrument mailed to a national sample of 1,877 public school systems. Data on leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition, reimbursement provisions, and payment of professional organization membership dues are presented. Additional information concerning payment of transportation and conference expenses, provisions for serving as a professional consultant outside the school system, and physical examination benefits are reported. Also, such basic data as superintendent's salary, contribution to a tax-sheltered annuity fund, and length and terms of present employment, as well as details on annuity policies provided by the school board, individual life insurance policies, expense account provisions, and payment of membership dues in civic and social organizations are included. Information is presented by state and in table form and analyzed by four enrollment groups, five pupil

expenditure levels, and eight geographic regions. (Author/JM)

ED 172 452 EA 011 892

Fringe Benefits for Administrators in Public Schools, 1977-78. Part 2 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date-79
Note-160p.; For related documents, see EA 011 891-893
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Administrative Personnel, Elementary Secondary Education, *Fringe Benefits, Health Insurance, Insurance Programs, Leave of Absence, Personnel Policy, Statistical Surveys, *Supervisors

Part 2 of a three-part report on fringe benefits in the schools, this study focused on 1977-78 fringe benefits provided for school administrators and supervisors other than superintendents. Data were collected through a survey instrument mailed to a national sample of 1,877 public school systems. Data on leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition, reimbursement provisions, and payment of professional organization membership dues are presented. Additional information concerning payment of transportation and conference expenses, provisions for serving as a professional consultant outside the school system, and physical examination benefits are reported. Information is presented by state and in table form, and analyzed by four enrollment groups, five public expenditure levels, and eight geographic regions. (Author/JM)

ED 172 453 EA 011 893

Fringe Benefits for Teachers in Public Schools, 1977-78. Part 3 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-79

Note-151p.; For related documents, see EA 011 891-892

Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Fringe Benefits, Health Insurance, *Insurance Programs, Leave of Absence, Personnel Policy, Statistical Surveys, *Teachers

Part 3 of a three-part report on fringe benefits in the schools, this study focused on 1977-78 fringe benefits provided for teachers. Data were collected through a survey instrument mailed to a national sample of 1,877 public school systems. Data on leave provisions, group insurance programs, professional liability insurance, retirement plans, severance pay, tuition, reimbursement provisions, and payment of professional organization membership dues are presented. Information is presented by state and in table form, and analyzed by four enrollment groups, five pupil expenditure levels, and eight geographic regions. (Author/JM)

ED 172 454 EA 011 896

Collister, Larry

An Explanation of Pupil Transportation Costs, Seattle School District No. 1. Report No. 78-29.

Seattle Public Schools, Wash. Dept. of Management Information Services.

Pub Date-Aug 78

Note-48p.; Figures 1-12 may be marginally legible

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bus Transportation, Elementary Secondary Education, *Expenditure Per Student, Racial Integration, School District Spending, Special Education, *Student Transportation

Identifiers-Seattle Public Schools WA

The state of Washington is moving towards the assumption of the full costs of public school student transportation. This move has increased interest at the state level in transportation costs originating at the local district level. These costs have been relatively high in the Seattle school district, complicated by the city's geographic and demographic characteristics and traffic flow patterns. The city's ethnic and cultural diversity adds the difficulties of busing to achieve racial balance and to provide adequate bilingual education. Transportation costs projected for 1978-79 were $1,222 for each special education pupil, $420 per pupil in the desegregation program, and $351 per pupil for those transported because they lived over two miles from their schools. This document discusses these costs and other factors in Seattle's student transportation program, including the ramifications of the contracts with school bus and city bus companies. An addendum treats the rationale behind transportation decision-making in greater detail, using five examples from the Seattle district. (Author/PGD)

ED 172 455 EA 011 898

State Legal Standards for the Provision of Public Education.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.;
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-400-76-0138
Note-7,243p.; For related documents, see ED 122 461-462 and ED 165 308

which is the first 142 pages of the present document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Information Analyses (070) - Numerical/Quantitative Data (110)

EDRS Price - MF72/PC290 Plus Postage.

Descriptors-Accreditation (Institutions), Administrative Personnel, Administrator Evaluation, Administrator Role, Ancillary Services, Certification, Curriculum, Educational Facilities, Educational Legislation, *Educational Quality, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, Program Evaluation, *State Legislation, *State Standards, Teacher Certification, Teacher Evaluation, Teacher Role, Teachers

This study compiles summaries of the state legal standards governing public elementary and secondary education. The legal standards include state constitutional provisions, state statutory provisions, rules and regulations officially promulgated by either state boards of education or state departments of education, and less formal state administrative material. The summaries are organized by topic to facilitate cross-state comparison of the legal provisions in a variety of subject areas. The classification system has four main divisions. Section 1 concerns the distribution of powers, duties, and functions among educational officials, official bodies, and administrative units. Section 2 is divided into three categories: educational courses and programs, educational materials, and school property and facilities. Section 3 is concerned with the quality of the educational process and deals with such topics as accreditation, certification, and personnel evaluation. Section 4 concerns support services and other subjects collateral to, but often directly connected with, the educational process. Because the compilation uses summaries rather than full texts of the legal provisions, it cannot be used to determine the precise requirements of the law in any setting. (Author/IRT)

ED 172 456 EA 011 901

Owens, Thomas R. Owen, Sharon K.

Investigating Student Perceptions of Essential Elements of Experiential Education.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-9 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Education, *Educational Quality, *Experiential Learning, Learning Experience, Participant Satisfaction, Secondary Education, *Student Opinion
Identifiers-Experience Based Career Education

Reforms suggested in several major national assessments of secondary education have led to the development of a number of experiential, community-based programs for secondary students. Experience-Based Career Education offers such programs to over 15,000 students in all 50 states. Of these, 218 students from five states were administered an Experiential Learning Questionnaire developed using the critical incidents method, open-ended questions, and rating scales based on propositions derived from Social Learning Theory. The questionnaire revealed what the students regarded as the qualities distinguishing excellent learning experiences from those generating little learning. Among demographic variables considered in the testing process, only sex showed consistent discrimination among responses. Results indicated that opportunities for assuming personal responsibility and for learning things not previously anticipated, as well as the existence of informal rather than formal relationships with adults at the field experience site, were marked characteristics of high level learning experiences. This document concludes with several recommendations concerning program design, the role of the community resource person, and future research. (Author/PGD)

ED 172 457 EA 011 902

Gaertner, Karen N.

Organizational Careers in Public School Administration.

Pub Date-12 Jan 78

Note-27p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Administrative Personnel, Career Ladders, Career Opportunities, Educational Administration, Elementary Secondary Education, *Occupational Mobility

Identifiers-Michigan

An organization's employees can usually expect certain kinds of changes in their positions during the course of their careers. Careers usually begin in entry positions from which employees are promoted once sufficiently trained. Other positions are notable as positions for objective analysis of the employee's potential. Performance in such positions determines whether the employee advances in the hierarchy or is shunted off to a plateau position where little advancement can be expected or to an exit position from which the employee leaves the organization. A study of job histories over a five-year period (1968-73) for all of Michigan's public school employees except clerical and janitorial personnel permitted identification of public school career patterns. Supplemental data concerning the characteristics of the school systems and the populations of their districts helped in the description of these career patterns. Analysis revealed three basic career paths, described in some detail in this document. One path leads from the position of instructional/curricular supervisor through central office positions to the superintendency. A second path leads to the superintendency through secondary school administration. The third path leads to the principalship of the elementary school and rarely further. (Author/PGD)

ED 172 458 EA 011 903

Grant, W. Vance Lind, C. George
Digest of Education Statistics, 1979.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-255p.; Not available in paper copy due to small print of original document; For related documents, see ED 144 248 and ED 157 164
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02031-9; $5.50)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Adult Education, Educational Finance, Educational Television, Elementary Secondary Education, Employment Patterns, Enrollment Rate, Federal Programs, International Educational Exchange, Libraries, National Norms, Post Secondary Education, Research, School Holding Power, *Statistical Data, Tables (Data), Teacher Characteristics, Vocational Education

In the fall of 1978 nearly three of every ten persons in the United States were directly involved in the educational process. This publication presents 196 tables and 16 figures breaking down statistical information on this educational activity. The subject matter includes such topics as enrollment patterns, teacher characteristics, school and school district information, retention rates, educational attainment levels, degrees earned, educational finance, educational achievement norms, adult and vocational education, federal programs, employment figures, international educational exchange, libraries, educational television, research and development fundraising, and participation in various aspects of the educational process by sex. Trends are analyzed briefly. (Author/PD)

Nediger, W. G.
A Model of the Dynamics of Bargaining with a Case Study in Education.
Pub Date-6 Jun 79
Note-20p.; Paper presented at C.S.S.E. Conference (Saskatoon, Saskatchewan, June 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *Collective Bargaining, Elementary Secondary Education, *Mathematical Models

This document describes and discusses a mathematical model of the dynamics of bargaining. The model was designed to show the development of the bargaining process and to provide a means by which a prediction may be made with respect to settlement or stalemate. Allowing for multiple goals of the bargaining parties and changing weightings of those goals permit the model to portray the dynamics of bargaining better than more complex models that depend on rational development of single-goal packages. A test of the model in an actual bargaining situation indicated its potential utility. By requiring comparative weightings of the issues under negotiation, use of the model encourages a less intuitive process than is typically the case. The outcome of each round of negotiations is reduced to a set of figures that can be valuable to a mediator, should one be called in. Following sufficient testing of the model, it may be possible to draw a theory of bargaining dynamics from the information gathered. (Author/PGD)

ED 172 460 EA 011 908

Alternatives. Alternative Discipline and Suspension Program Handbook, Campbell County Junior High.

Campbell County School District 1, Gillette, Wyo.
Pub Date-79
Note-12p.; Best copy available
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption (Ideas), *Discipline, *Educational Alternatives, Junior High Schools, *Junior High School Students, Student Behavior, Student Evaluation, *Suspension

This booklet explains a program of discipline and suspension for students who come in conflict with school policy. The Alternative Discipline and Suspension Program (ADSP) operates in an environment of strict adherence to set rules where a student must earn advancement through and eventually out of ADSP back to regular classroom attendance. This booklet explains the basis of the program accumulating points and the four phases, which include a final phase of transition back to the classroom. Criteria listed for referral to ADSP include infractions such as theft, drug use, and truancy. Rules and regulations for the alternative program are listed, and a fill-in evaluation form is included at the end. (Author/LD)

ED 172 461 EA 011 909

Kloss, James J.

The Sword and the Meat-Ax: Serrano, Proposition 13 and the Shaping of School Finance in California. Papers in Education Finance, No. 18.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Note-25p.

Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Equal Education, Equalization Aid, *Finance Reform, Higher Education, Property Taxes, *State Aid, Tax Effort

Identifiers-*Assembly Bill 65 (California 1977), California, *Proposition 13 (California 1978), Serrano v Priest

This paper, number 18 in a series, chronicles the politics of school finance reform in the state of California from the mid-sixties to the passage of Proposition 13. It provides a description of the school finance setting prior to the consideration of Assembly Bill 65, including such events as the Serrano I and II decisions and the state legislature's first response to the court mandate, Senate Bill 90. The major focus of the paper is the process by which AB 65 evolved from a series of proposals through the committees and floors of the two chambers into law. The final section of the paper examines the modifications caused by Proposition 13 on the school finance system in California. (Author)

ED 172 462 EC 114 586

Abroms, Kippy I. Bennett, Joan W.

Paternal Contribution to Down's Syndrome Dispels Maternal Myths.

Tulane Univ., New Orleans, La.

Pub Date- 78

Note-35p.; This research was partially supported by a Bio-Medical Sciences Support Grant to Tulane University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Congenitally Handicapped, *Downs Syndrome, *Etiology, *Fathers, Genetics, *Heredity, Mentally Handicapped, *Mothers, *Parent Role

Identifiers-*Chromosomes

The paper refutes the long held belief that Down's syndrome is the result of maternal age and maternal etiology. The author cites new evidence which demonstrates that Trisomy-21 (the presence in the chromosome of an extra arcocentric chromosome resulting from non-disjunction), the major cause (95% of the cases) of Down's syndrome, can originate in the egg or the sperm. Maternal origin was indicated in 74% of the cases and paternal origin was indicated in the 26% of the cases reviewed in the paper. The author concludes with a study of 37 college texts dealing with exceptionality (published between 1970-1978) reviewed for etiological considerations of Down's syndrome. Among findings of the review was that of the 35 texts which mention Trisomy-21, 26 include information regarding maternal origin and maternal age dependency. (Author/PHR)

ED 172 463 EC 114 712

Ward, Michael J. And Others

Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People.

Council for Exceptional Children, Reston, Va.
Pub Date-79
Note-84p.; Includes Cassette
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($12.50, Publication No. 189)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Changing Attitudes, *Handicapped Children, *Learning Activities, *Role Playing, *Simulation, Teaching Methods, Workshops

The manual presents activities designed to allow individuals to experience the sensations, feelings, attitudes, limitations, and perspectives of handicapped persons. The first section details aspects of workshop planning, including a review of experiential learning theory, information on group structure, group size, physical setting, workshop leadership, and activity schedules (sample flow charts); and guidelines for workshop publicity, followup discussions, and evaluation. A workshop planning checklist is provided. The second part of the book presents 26 structured exercises designed to simulate the following types of handicaps (sample exercises designed to simulate the following types of handicaps (sample exercises in parentheses): visual handicaps (walking with a mask on and a sighted helper); aural handicaps; (an unfair hearing test); mental retardation (reading made uneasy); communication disorders (communication without spoken words); learning disabilities (mirror writing); and motor/orthopedic handicaps (walking with sticks to experience long leg braces). Four exercises address reactions to general handicapping conditions. Role playing ideas are presented to examine a handicapped child's first day in a regular-class and to view people's reactions to a handicapped person in a social situation. Suggestions for community experiences complete the manual. (CL)

ED 172 464 EC 114 766

Task Analyses and Objectives for Trainable Mentally Retarded: Communication Skills. Minneapolis Public Schools, Minn.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-220p.; For related information, see EC 114 767 ; Some parts may not reproduce clearly
Available from-Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($3.00 each, $10.00 for the set of 4)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Communication Skills, *Daily Living Skills, Elementary Secondary Education, Hygiene, Individualized Programs, Mentally Handicapped, *Motor Development, Nonverbal Communication, *Number Concepts, Reading, Self Care Skills, Skill Analysis, *Task Analysis, *Trainable Mentally Handicapped, Verbal Communication, Writing

The document is comprised of objectives and information on step-by-step tasks for instruction of trainable mentally retarded students and for development of individualized education programs. Each objective includes information on materials, behavioral criteria, and a chart to assess task analyzed steps. Four main skill areas are covered (sample instructional objectives in parentheses): communication (verbal and nonverbal expression, pre-reading, reading, and writing); daily living skills (self feeding, putting on and taking off clothes, fastening clothes, washing hands, toileting, grooming, cleaning, and table setting); motor skills (drawing, pegboard tasks, working puzzles, balancing, imitating gross motor movements, and handwriting); and quantitative skills (counting, addition, subtration, telling time, counting change, and managing money). (CL)

ED 172 465 EC 114 767

Leisure Activities for Retarded Children. A Task Analysis Approach. Integrating Trainable Mentally Retarded Children Through Community Education. ESEA Title IV, Part C.

Minneapolis Public Schools, Minn.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-397p.; For related information, see EC 114 766

Available from-Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($12.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, Games, *Leisure Time, Mentally Handicapped, *Physical Activities, Recreation, *Recreational Activities, Skill Analysis, *Task Analysis, *Trainable Mentally Handicapped

Designed to meet the need of trainable mentally retarded persons for recreation skill training and for opportunities to experience leisure/social skill development in a community setting, the packet provides task analysis information on 114 activities. Information is provided on behavioral objectives, basic skills required, materials and procedures, task steps, teaching hints or game variation, and a grid sheet of analyzed steps for each skill. Activities are classified according to the following seven types (sample activities in parentheses): ball activity (volleyball and ball tag); active games (pin the tail on the donkey, ping pong, and tossing games); music; card games (solitaire); skill activity (pick up sticks and ball rolling); table games (silly sandwitch, checkers, and tic tac toe); and active circle games (ring around the rosie). (CL)

ED 172 466 EC 114 768

Davidson, Jan Bloom And Others
Directory of Developmental Screening Instruments.
Minneapolis Public Schools, Minn.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-326p.; Best copy available
Available from-Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($2.50)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Auditory Perception, Cognitive Development, Elementary Education, Emotional Development, *Evaluation Methods, *Handicapped Children, Language Development, Motor Development, Preschool Education, *Screening Tests, Speech, *Test Selection, Visual Perception
Identifiers-*Project SEARCH (Minneapolis), Self Help Skills

The directory includes descriptions of over 130 developmental screening instruments for preschool and elementary aged children. The first section provides background regarding the development and use of screening programs, including the legal and social implications of screening. The second section discusses the criteria (administration, population, measurement, and test selection) to consider in the selection of a screening instrument. The final section contains information on specific screening devices in the following developmental areas: social/emotional, language/cognition, speech and articulation, fine motor, gross motor, visual reception, auditory reception, and self-help skills. Appended are a tabular summary of all instrument described in the directory and information on the SEARCH (Special Education and Related Child Health) Literature File on Screening. (PHR)

ED 172 467 EC 114 769

Guidelines for Establishing an Outreach Program.
Minneapolis Public Schools, Minn.
Spons Agency-California State Committee on Public Education, Berkeley.
Pub Date-78
Note-32p.
Available from-Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($6.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Collection, Elementary Secondary Education, Evaluation Methods, *Home Instruction, Mentally Handicapped, *Outreach Programs, Parent Education, *Parent Participation, *Parent School Relationship, Parent Teacher Conferences, *Trainable Mentally Handicapped
Identifiers-*Project SEARCH (Minneapolis)

The paper provides guidelines for establishing an outreach program to increase communication and skill development of trainable mentally handicapped students (ages 5-16 years) based on the Project SEARCH (Special Education and Related Child Health) program at the Emerson School (Minneapolis, Minnesota). Following an introduction, meetings between parents and staff, and the data recording system (for noting student progress, parent teaching time, and teacher contact time) are outlined. The organization and scheduling of home visits and parent instruction are detailed. Methods for evaluating the program's effectiveness are discussed, as well as solutions to problems that arose during the course of the project. Among the extensive appendixes are tables of outreach objectives, recording forms, guidelines for determining the amount of direct service to parents, parents' surveys, and teacher evaluation forms. (PHR)

ED 172 468 EC 114 770

PIC Materials Catalog.

Minneapolis Public Schools, Minn.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-275p.

Available from-Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($15.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Handicapped Children, Interpersonal Competence, Language, Mathematics, Perception, Phonics, Readiness, Reading, Speech, Spelling

The annotated bibliography of all special education materials found in the Prescriptive Instruction Center of the Minneapolis (MN) public schools consists of approximately 700 items categorized under the following eight major subject areas: reading, phonics, spelling, math, perception, speech/language, readiness, and social awareness. Each major area is further categorized into sub-areas such as programs, supplemental, and games. Each entry is indexed and includes title, publisher, approximate cost, format, description, and content. Comments have been added (when available) on the use of the materials as experienced by the special education personnel. (PHR)

ED 172 469 EC 114 773

Bravo-Valdivieso, Luis
Special Education for the Learning Disabled in Chile.
Pub Date-78
Note-23p.; Reproduced from best copy available
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, Educational Programs, *Educational Trends, Elementary Secondary Education, *Foreign Countries, *Learning Disabilities, Neurology, *Program Development, Psychiatry, Reading Difficulty, *Spanish Speaking, Teacher Education
Identifiers-*Chile

The paper focuses on the growth and development of special education for learning disabled children in Chile with particular emphasis on the contribution of child psychiatry and pediatric neurology departments of hospitals and the contribution of universities in training specialists. Initial sections provide a background on primary education in Chile and a review of socio-cultural characteristics which affect the types of problems encountered in special education in underdeveloped countries. A third section outlines the history of special education in Chile. A final section describes the functioning of the special education system in terms of diagnosis and rehabilitation of learning problems, a case study of a child with reading problems, methods of diagnosis and evaluation, and research in such areas as teaching reading and clinical investigations. A growing interest in diagnosis, treatment, and research in reading problems is attributed to high incidence of early school failure and lack of research on and materials for Spanish learning disabled students. (SBH)

ED 172 470 EC 114 774

Case Study of the Implementation of P.L. 94-142: Preliminary Findings Summary.

Education Turnkey Systems, Inc., Washington, D.C.
Pub Date-30 Jun 78
Note-76p.; Contains some small print
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Due Process, Evaluation Methods, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Mainstreaming, Parent Participation, Rural Urban Differences, *State Departments of Education, Student Placement, Suburban Environment
Identifiers-*Education for All Handicapped Children Act, *Local Education Agencies

The paper discusses the activities and processes by which the local education agencies (LEAs) are implementing the provisions of Public Law 94-142 (Education for All Handicapped Children Act) and describes and analyzes the consequences which occur at the individual LEA/community level. The preliminary findings of a series of nine case studies of LEAs in rural, suburban, and urban settings in three states are presented. After reporting the general findings, the paper explores the activities and consequences of the major provisions of the law (childfind efforts, individualized educational plans, evaluation, placement, due process and parent involvement, and least restrictive environment). Processes and consequences common to all states and those unique to one setting are related. The process dynamics of implementation at the LEA level are explored. Appendixes include State Education Agency and LEA descriptive information, summary descriptions of the case studies, activities and study methodology, and summary tables of the consequences. (PHR)

ED 172 471 EC 114 797

Freeman, B. J. And Others

The Behavior Observation Scale for Autism (BOS): Factor Analysis of Behaviors.

California Univ., Los Angeles. Dept. of Psychiatry.

Spons Agency-California Univ., Los Angeles.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Aug 78

Grant-MH-29248; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism, Behavior Patterns, *Behavior Rating Scales, *Clinical Diagnosis, Early Childhood, *Exceptional Child Research, *Factor Analysis, Identification, Infancy, Mentally Handicapped, *Observation

Identifiers-*Behavior Observation Scale

Data on 36 autistic, 30 mentally retarded (MR), and 22 normal children (23-65 months old) was collected to develop a method of objective behavioral assessment for diagnosing autism and documenting symptom changes over time. Ss were observed and rated on the Behavior Observation Scale, an instrument which contains 67 objectively defined behaviors in the areas of general behaviors, language, response to stimuli, attending response, response to being held, inappropriate response to pain, and motility disturbance to stimuli. Factor analyses were performed for each diagnostic group. When the individual groups were examined, the autistic group could best be characterized by behaviors reflecting inappropriate interaction with people and objects; the MR group could best be characterized by solitary behaviors; and the normal group behavior could best be characterized by appropriate interactions with people and objects. (Operational definitions and procedures are detailed, and factor analyses of the preliminary data on 89 children are reported.) (SBH)

ED 172 472 EC 114 837

Hasazi, Susan E.

Relationship of Demographic and Interpersonal Factors to Consultant Effectiveness.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979) ; Page 19 marginally legible

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Characteristics, *Consultants, Elementary Secondary Education, *Exceptional Child Research, *Handicapped Children, Resource Teachers, *Success Factors, *Teacher Characteristics

A study involving 42 special education consultants was conducted to determine the contribution of selected consultant characteristics and community demographic variables to the effectiveness of special education consultation. A review of the literature revealed that the consultant effectiveness is a function of multiple factors involving both consultant and community characteristics. Eight measures of consultant effectiveness were used in the study, including the number of children served, number of programs developed per child, and mean academic gain of children. Three stages of the consultation progress were considered: contact or referral, program implementation, and outcome or program effectiveness. Among findings were that the referral stage seems to be influenced primarily by community demographic variables and the consultant s integrative complexity and years of experience; that the mode of program implementation is a function of socioeconomic factors, as well as consultant teaching experience and interpersonal behavior; and that academic gain is influenced most strongly by consultant interpersonal behavior. (SBH)

ED 172 473 EC 114 838

Lupart, Judy L. Mulcahy, Robert F.

A Look at the Memory Performance of Retarded and Normal Children Utilizing the Levels of Processing Framework.

Pub Date-Apr 79

Note-77p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979, Session 24.07)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Attention, *Cognitive Processes, *Educable Mentally Handicapped, Elementary Education, *Exceptional Child Research, *Memory, Mentally Handicapped, Recall (Psychological)

Memory performance differences of mental age matched (9-12 years) educable mentally retarded (EMR) (n 56) and normal (n 56) children were examined in two experiments using the F. Craik and R. Lockhart levels of processing framework. In experiment 1, Ss were randomly assigned to an incidental, intentional, or planned intentional learning condition, to determine the effect on recall, as well as to explore metamemorial abilities and memory strategy usage. In experiment 2, heart rate was additionally recorded during task performance (incidental condition) to examine the possibility of an attention deficit affecting EMR performance. Although all Ss displayed recall improvement over levels and learning conditions, the generally inferior performance of EMRs did not appear to be due to attention deficit. (SBH)

ED 172 474　　　　　　　　　　　　EC 114 839

Eustis, E. M. Tierney B.

Guidelines for Teachers and Parents of Visually Handicapped Children with Additional Handicaps.

Royal National Inst. for the Blind, London (England).

Pub Date- 78

Note-39p.

Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Auditory Training, Behavior Problems, Blind, Daily Living Skills, *Developmental Tasks, Language Development, Motor Development, *Multiply Handicapped, *Resource Guides, Self Care Skills, Sensory Training, *Visually Handicapped, Visually Handicapped Mobility, Visual Perception

Identifiers-Parent Resources

Intended for parents and teachers of blind, multihandicapped children in special schools; the booklet outlines practical suggestions for teaching children with varying degrees of handicap. Sections cover the following areas (subtopics in parentheses): visual handicap (degrees of blindness); motor development and mobility (suggestions for development of head control, sitting, further motor development, and play); sense of smell; use of hands (suggestions for encouraging purposeful use of hands, dropping, tactile scanning, throwing, opening and closing lids, and hand muscle tone and fine finger use); the development of visual ability and interpretation from infancy to 2 years; visual efficiency training (visual attention, fixation, tracking, convergence training, accommodation, eye contact, hand/eye coordination, scanning, and eye/foot, eye/body coordination); auditory training (interpretation of sounds, rhythm, and orientation); language and speech (suggestions to encourage an interest in making sounds); play; toilet training (suggestions for planning and establishing a toilet training routine); feeding (general hints and hints for feeding children with feeding problems); drinking; self help skills (dressing); behavior difficulties (head banging, screaming, the child who doesn't want to be handled, hyperkinetic children, "remote" children, obsessions, and discipline); instructional objectives; and education. (SBH)

ED 172 475 EC 114 840

Taylor, Calvin W., Ed.

Teaching for Talents and Gifts 1978 Status. Developing and Implementing Multiple Talent Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-NIE-PO-77-0075
Note-161p.
Pub Type- Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education, Exceptional Child Research, *Gifted, *Individual Differences, Models, *Program Development, *Program Effectiveness, *State Programs, *Talented Students
Identifiers-*Multiple Talent Teaching

The result of a research conference, the document contains a collection of short studies and implementation experiences of leaders in the field of multiple talent teaching. Contributors represent 12 states: Alabama, Florida, Idaho, Illinois, Iowa, Kentucky, Minnesota, New Hampshire, Texas, Utah, Wisconsin, and Wyoming. Each presentation generally touches on six points: (1) how their program was started and when and how financed; (2) coverage of teachers, schools, districts, etc.; (3) evaluation measures and findings assessment of success and failures; (4) contributions made to Multiple Talent Teaching; (5) recommendations to those interested in adopting teaching for multiple talents; and (6) prospects and issues ahead. Among the programs considered are Project Impact, Project Implode, Talents Unlimited Project, Project Reach, and Teacher Corps Project. Entries include the following: ``New Measures Relevant to Talent-Focused Education'' (R. Ellison); ``Talents Unlimited in Pre-Service Education'' (C. Schlichter); ``Eleven Multiple Talent Elementary Schools'' (B. Thomas); ``A Teacher Corps Project on Multiple Talents'' (J. Hainsworth); ``Idaho's Awakening to Multiple Talent Teaching'' (W. Freeman); ``Underlying Bases of Multiple Talent Teaching'' (C. Taylor); and ``A Theoretical Model for Training of Multiple Talent Teachers (J. Juntune and L. Worthley). (SBH)

ED 172 476 EC 114 841

Pope, Lillie

Psycho-Educational Intervention: Implications for Learning and Delinquency.

Coney Island Hospital, Brooklyn, N.Y. Psycho-Educational Div.

Pub Date- 77

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attendance, *Delinquency, Exceptional Child Research, Followup Studies, *Intervention, *Learning Disabilities, Literacy, Program Effectiveness, Reading Ability, *Reading Instruction, *Remedial Instruction, Therapy

The follow-up study of 47 learning disabled children (mean age 9 years when first interviewed) focused on current reading ability, school status, and involvement with the police. The Ss had all attended a clinic for 2 1-hour sessions weekly for periods of from 5 months to 2 years. The Ss also participated in therapy groups and crisis intervention. At the time of the follow-up study the Ss' mean age was 15 years, and they had all been separated from the clinic for at least 2 years. Findings showed that none of the Ss had had a major encounter with the law, 81% were now functionally literate, and all were either in school or in paid employment. The results indicate that learning remediation may have an effect on the student that far transcends reading improvement, as the projection for this population without intervention is that approximately 1/3 would have had encounters with the law for antisocial behavior. (Author/PHR)

ED 172 477 EC 114 844

Strategies for Site Evaluation of Gifted Programs.
San Diego City Schools, Calif.
Pub Date-Apr 76
Note-65p.; For the manual on management of gifted programs, see EC 114 845 ; Prepared by Evaluation Services Department; Parts of appendix may be marginally legible due to print quality
Available from-San Diego City Schools, Curriculum Materials, Attention: Dwight Lee, 4100 Normal Street, San Diego, California 92103 ($2.75, Stock No. 41-G-4610)
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitude Tests, *Educational Diagnosis, *Educational Objectives, *Educational Planning, Elementary Secondary Education, *Gifted, Learning Activities, *Performance Criteria, *Program Evaluation, Self Concept Tests, Tests

The guide is designed to assist administrators and teachers at the school site level in planning and carrying out evaluation of their gifted programs. After an overview, the importance of instructional objectives is discussed, including the components of measurable performance objectives. The selection of educational activities is explored and criteria for assessing the qualitative difference of the activities is outlined. The use of measurement instruments and sources of evaluation data are presented. Various types of tests, such as teacher-made tests, department, school, or district-wide tests, and norm-referenced tests, are defined. Problems and methods of measuring attitudes and self concept are explored. The use of the written plan (the format for stating the objectives, activities, and evaluation of the program) is explained. Appended are a list of sources of information, a partial list of measurable factors available in most school settings, performance objectives for the 1975-6 program, a sample of the written plan, a sample evaluation of the written plan, and sample evaluation instruments. (PHR)

ED 172 478 EC 114 845

Heppell, Helen M.

Programs for the Gifted - Site Management. Revised 1977.

San Diego City Schools, Calif.

Pub Date-77

Note-267p.; All data following page 99 in Section VIII is outdated; For the guidebook on site evaluation, See EC 114 844 ; Parts may not reproduce clearly

Available from-San Diego City Schools, Curriculum Materials, Attention: Dwight Lee, 4100 Normal Street, San Diego, California 92103 ($10.50, Stock No. 41-G-4600)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Administrator Responsibility, Elementary Secondary Education, *Gifted, *Management, Models, *School Services, State Standards, *Teacher Responsibility

The manual is designed to help educational personnel handle day-to-day responsibilities and managment of programs for the gifted in the San Diego City schools. The first section explores program maintenance and describes services, identifies departmental sources, and offers suggestions for optimum use of services. The second and third sections suggest means of providing the programs within parameters imposed by state requirements and give examples of models available to sites and guidelines for completing each section of the written plan and evaluation forms. The fourth section covers procedures for the expenditure of site funds. The following three sections are for individual site use (headings are provided for the written plan, the budget, and site plan evaluation). The eighth section is a compilation of selected resource material. The final section contains selected bibliographies, including professional references for educators, parents, and references on the disadvantaged gifted. Also included are abstracts of selected materials on curriculum for the gifted and talented. (Author/PHR)

Staff Handbook: MGM Pasadena Program.
Pasadena City Unified School District, Calif.
Pub Date-77
Note-53p.
Available from-MGM/Pasadena Unified School District, 351 South Hudson, Pasadena, California 91109 ($5.00, plus postage and California sales tax where applicable)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission (School), Elementary Secondary Education, *Gifted, *Individual Characteristics, Parent Participation, *Program Development, *School Responsibility, *Talent Identification, *Teacher Responsibility
Identifiers-*Pasadena Unified School District CA

The handbook describes the program of the Pasadena Unified School District for Mentally Gifted Minors (MGM). The legal requirements for admission to the program are cited and characteristics (intellectual, physical, and social/emotional) of gifted students are outlined along with possible problems stemming from the identified characteristic. The identification procedure is explained and questions for and by parents of gifted children are presented. The responsibilities of various school personnel including classroom teachers, resource coordinators, principals, school psychologists, and program directors are listed. Specific instructions for implementing the program are provided. A description of Pasadena's MGM programs is given. Appended are the procedures for using petty cash vouchers, writing case studies, finishing the year, and ordering. Also appended are sample forms used in the MGM program. (PHR)

ED 172 480 EC 114 847

Much Ado About Something: P H S Think Tank.
Pasadena City Unified School District, Calif.
Pub Date-77
Note-30p.
Available from-MGM/Pasadena Unified School District, 351 South Hudson, Pasadena, California 91109 ($3.00, plus postage and California sales tax where applicable)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activities, *Discussion Groups, *Gifted, *Leadership Responsibility, Secondary Education

The booklet explains the activities of a Think Tank Day designed by the staff, gifted students, and parents of Pasadena High School to focus on what leaders could do for their school. After outlining the design of the day and briefly describing the movie which was presented to stimulate discussion, a list of 37 ``boxes'' people at the high school get into (such as peer group pressure and apathy) and a list of 28 ways to get out of the boxes (for example give teachers more money to enliven classes) are provided. It is explained that the students also made lists of the things they were proud of about the high school, and then brainstormed on five topics (ways to increase communication between students and others, ways to turn students on to learning, ways to turn weary faculty on, ways to increase participation, and ways to decrease apathy). The author states that the final activity of the day was preparing lists of practical suggestions to improve the school (such as establishing a student jury system and getting the uninvolved involved). (PHR)

ED 172 481 EC 114 848

Yamaguchi, Kaoru
Behavior Modification of Retarded Preschool Children.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date-Nov 77
Note-18p.
Journal Cit-RIEEC Research Bulletin; n8 Nov 1977
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Autism, *Behavior Change, *Behavior Problems, *Downs Syndrome, *Exceptional Child Research, *Operant Conditioning, *Positive Reinforcement, Preschool Children

In a study of behavior modification two Down's syndrome preschool children, the first a 5-year-old boy with autistic behavior patterns and the second a 4-year-old girl whose behavior problem was to reject other children, were examined. The first S was engaged in ball catching activities with a teacher with positive reinforcement (playing the S's favorite music) for returning the ball to the space between the teacher's legs. The activities lasted for a 1-year period, at which time the S was actively playing catch with his teacher. Among conclusions were that the S's autistic behavior patterns were remarkably modified and the reinforcement function was verified. The second S was engaged in trampoline play with a teacher and the first S. Positive reinforcement (praise, physical contact) was given for target behaviors (such as laughing, giving the first S a toy, or touching him). Results after 20 sessions showed that the second S's approach behavior had changed considerably. (Tables of S responses are included.) (PHR)

ED 172 482 EC 114 875

Learning Disabilities. Parts I Through IV. Programs 144-147.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Note-57p.; The document was also sponsored by the Corporation for Public Broadcasting; Print is small and may be difficult to read
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Definitions, *Dyslexia, *Educational Methods, Elementary Secondary Education, Emotional Problems, *Identification, Incidence, Labeling (of Persons), *Learning Disabilities, Reading Instruction, Teacher Education, *Teacher Role, Teaching Methods

The transcript of a four-part radio program on learning disabilities (LD) focuses on issues involving the definition, identification, and education of LD children. Definitional concerns are voiced by J. Gallagher, S. Kirk and S. Richardson. Controversy over prevalence estimates is discussed. Teachers of LD children comment on effective identification and education strategies for dyslexic and LD students. Teacher training is examined by M. Frostig and J. Gallagher. Reactions of an LD elementary student and an LD adult are cited. Other topics covered include reading and emotional problems of LD students, dangers in labelling children LD, and the teacher's role in working with LD students. (CL)

ED 172 483 EC 114 876

Potter, Jerome T. And Others

The ACCEPT'' Model: A Community and Career Education Process for Training the Handicapped: An Approach for Use by Regional Educational Service Agencies (RESAs) with Trainable and Educable Retarded Students.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date-Dec 78
Note-81p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, *Community Education, Community Resources, Conceptual Schemes, Delivery Systems, Early Childhood Education, *Educable Mentally Handicapped, Elementary Secondary Education, Identification, Mentally Handicapped, *Models, *Multiply Handicapped, Parent Participation, Program Development, Recordkeeping, Staff Improvement, Task Analysis, *Trainable Mentally Handicapped
Identifiers-*ACCEPT Model

The paper describes the ACCEPT'' (A Community and Career Education Process for Training the Handicapped) Model, designed to deliver career education services to lower-functioning handicapped children (trainable mentally retarded, moderately multi-handicapped, and variations of functional retardation regardless of primary disability) ages 3-21 years. The model is explained to have five major components comprehensive needs assessments of target populations, design of coordinated training and awareness models, implementation of training and awareness models, development of mechanisms for coordination of available community resources, and dissemination of the results and model processes of the project. Sections address the following areas: populations to be served, review of previous efforts, 14 major objectives of the model (presented in table form) with subordinate objectives and activities), staffing at three levels (administrative, program, and secretarial), staff development, record keeping systems, identification and assessment of handicapped children, instructional intervention, (an essential element being the use of intensive task analysis techniques), parent-family participation, and dissemination. (SBH)

ED 172 484 EC 114 877

Morra, Frank, Jr. Hills, Richard

Evaluation of the Alexandria, Virginia Program for Talented Elementary Students, 1974-1977.

Alexandria City Schools, Va.; Morra (Frank) and Associates, Washington, D.C.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-30 Mar 78

Note-8p.; Paper presented at the Annual Convention of the American Educational Research Association (Toronto, Canada, Marach 30, 1978); For related information, see EC 104 197-198

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Academically Gifted, *Creativity, Elementary Education, Longitudinal Studies, Program Effectiveness, Program Evaluation, *Self Concept, Social Relations, *Student Attitudes, *Talented Students

The paper summarizes a 3-year longitudinal study of a differentiated education program for elementary students with exceptional academic and arts abilities. It is explained that three program options were examined (interest activities outside the regular classroom, curriculum area learning centers, and enrichment). Analyses of pre- and posttests on the SRA Achievement Tests, Torrance Tests of Creative Thinking, Piers-Harris Children's Self-Concept Test, and FIRO-BC, as well as self-reported attitude scales and parent and teacher surveys are reviewed. Presented are findings on the program's effect on the following aspects (sample findings in parentheses): academic achievement (the performance of Ss improved beyond the expectations of normal maturation and development); creativity (Ss had meaningful growth in creativity during their participation in the program); social relations (the program had little or no effect on the social relations of Ss); self concept (Ss had slightly higher scores on the self concept scale than the general population); and attitude toward school and learning (there was a net change in the direction of a more positive attitude toward school and learning. (CL)

ED 172 485 EC 114 878

Kullberg, Kjell Lindstrom, Jan-Ingvar

Rehabilitation of the Visually Impaired in the Soviet Union. Report from a Study Tour to Moscow in 1977.

Pub Date-77

Note-34p.; Photographs and parts of text may not reproduce clearly

Available from-Swedish Institute for the Handicapped, Fack, S-161 25 Bromma, Sweden (10.50 kroner)

Language-English; Swedish

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Programs, *Foreign Countries, Low Vision Aids, Medical Treatment, *Rehabilitation Centers, Technology, *Visually Handicapped

Identifiers-Sweden, *USSR

The document reports on a 10-day tour to study rehabilitation facilities for the visually handicapped in the Soviet Union. Briefly described are the programs of the following institutions that were visited: Helmholtz Institute of Opthalmology, Specialized School Number 5 for Partially Sighted Children, Scientific Research Institute of Defectology, and the All Russian Society for the Blind. Experiences are considered in terms of the blindness system, low vision aids, medical rehabilitation, and research and development on technical aids and job situations. Differences and similarities between the Soviet Union and Sweden are mentioned. (SBH)

ED 172 486 EC 114 879

Cameron, Lorene And Others
Coordinating Educational and Mental Health Services to Assist the Black Inner City Under-Achiever.
Pub Date-Nov 77
Note-31p.; Paper presented at the American Association of Psychiatric Services for Children, Inc. (Washington, D.C., November, 1977)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Behavior Problems, *Blacks, Disadvantaged Youth, Inner City, *Interagency Coordination, Interdisciplinary Approach, Intervention, *Mental Health Programs, Parent Child Relationship, *Parent Teacher Cooperation, Program Development, Special Classes, Therapy, *Underachievers
Identifiers-Filial Therapy

The paper describes a collaborative project carried out with staff of an IIWAS (Individual Instruction with Augmented Staffing) classroom and clinical staff of IJR (Institute for Juvenile Research) to provide educational and mental health services to 16 Black inner city children (10-12 years old) with low academic achievement and a variety of behavioral difficulties and symptomology. Goals of the program are outlined as demonstration of a model in which traditional treatment services and an academic program are coordinated in a public school, in which teacher and parent form a joint partnership aimed at enhancing the child's academic growth with the mental health clinician as a consultant to the teacher, and in which filial'' therapy is used to reengage the parents with their children. The presentation covers the following general areas: general descriptive material necessary to identify the special classroom, community and participants and an explanation of the program rationale; specific developmental stages of the program; techniques utilized to engage unmotivated'' parents in the academic process; the treatment modalities utilized to enhance and support emotional growth in a public academic environment; and the working relationship between teaching and clinical staff. (SBH)

ED 172 487 EC 114 881

Developmental Disabilities Act Amendments of 1978. Hearings Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce. House of Representatives, Ninety-Fifth Congress. April 4-5, 1978. Serial No. 95-103.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date-Apr 78

Note-499p.; A number of pages are virtually unreadable in the original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Autism, *Developmental Disabilities, *Federal Legislation, *Federal Programs

Identifiers-Congress 95th, *Developmental Disabilities Act

The document contains transcripts of the Congressional hearings on the Developmental Disabilities Act Amendments [illegible]978 (H.R. 11764), legislation designed to improve and coordinate provision of services to the developmentally disabled. Presented along with the text of H.R. 11764 are the texts of H.R. 278, H.R. 2151, and H.R. 10059 (all part of the Autistic Children Research Act). Statements from the following individuals are among those give (affiliation in parentheses): Mary S. Akerley (past president, National Association for Autistic Children); Roy V. Bruninghaus (executive director, North Carolina Council on Developmental Disabilities); Robert R. Humphreys (commissioner, Rehabilitation Services Administration); Norman V. Lourie (chairman, National Task Force on Developmental Disabilities); Richard Schiefelbusch (American Association of University Affiliated Programs for the Mentally Disabled); and Richard E. Verville (counsel, National Easter Seal Society for Crippled Children and Adults). Also provided are additional materials which include a summary of service network plan year objectives and associated implementation activities; national projections of the total number of developmentally disabled to be served for fiscal year 1978; Being Disabled in America'' (a concept paper by R. Humphreys; and a statement submitted by the National Association of Private Residential Facilities for the Mentally Retarded. (SBH)

ED 172 488 EC 114 882

Hotte, Eleanor Boettke

Self-Help Clothing for Children Who Have Physical Disabilities. Revised.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Spons Agency-Zeta Tau Alpha, Evanston, Ill.; Zeta Tau Alpha Foundation, Evanston, Ill.

Pub Date-Mar 79

Note-71p.; For the booklet's first edition, see EC 010 454 ; Colored ink may not reproduce clearly

Available from-National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden, Chicago, Illinois 60612 ($1.50 plus $0.75 postage and handling; 1-5 copies, $1.50 each; 6-24 copies, $1.45 each; 25-99 copies, $1.35 each; 100 or more copies, $1.25 each plus postage and handling charges that decrease with quantities)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Clothing, *Clothing Design, Normalization (Handicapped), *Physically Handicapped, *Self Care Skills

Identifiers-Parent Resources

Intended for parents and teachers of the physically handicapped, the booklet reviews the present clothing picture and provides suggestions for solving clothing and dressing problems. In an initial section addressed to parents the chapters cover the need for children to function independently, selection of the person and timing for training in self-dressing, and guidelines for meeting the clothing and dressing needs of the child. The next group of chapters includes sections with the following headings: why are clothes important to a child; what kind of clothing should you and your child select; what size do you buy; what fabrics do you buy; will it wear well; and what are the child's needs (regarding underwear, footwear, sleepwear, tops and bottoms, dresses, outerwear, swimwear, and helping children help themselves). A final section offers tips for teaching dressing skills and suggestions for easier dressing. A list of readings and resources on aids to independent living for the handicapped is also included. Illustrations are provided throughout the booklet. (SBH)

ED 172 489 EC 114 883

Mastenbrook, John And Others

Use of the ABIC in Special Education: Problems and Solutions.

Spons Agency-Texas Education Agency, Austin.
Pub Date-Aug 78
Note-9p.; Paper presented at the Meeting of the American Psychological Association (Toronto, Canada, August, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Behavior Rating Scales, *Classification, *Handicapped Children, *Mentally Handicapped, Student Placement, Testing Problems, *Test Validity
Identifiers-*Adaptive Behavior Inventory for Children

The paper reviews and critiques the Adaptive Behavior Inventory for Children (ABIC) from the perspective of its utility in the assessment of adaptive behavior for special education eligibility. It is explained that the ABIC, a parent interview consisting of questions about a child's home and community activities, has recently been normed and used on a sample of low-income Mexican American children in the Corpus Christi Independent School District (CCISD). The paper focuses on a thorough investigation of the problems encountered by CCISD in using the ABIC for classification of children as mentally retarded. Problems and limitations of the ABIC for classifications of children as mentally retarded. Problems and limitations of the ABIC are pointed out for two major areas: failure to take into account environmental factors which may affect the acquisition of adaptive behavior, and structural characteristics which inhibit the usefulness of ABIC scores. These problems, as well as theoretical and philosophical issues, are used to support the contention that a new adaptive behavior instrument is needed. (Author/SBH)

ED 172 490 EC 114 884

Gartner, Alan And Others

Educational Services for Students with Special Needs: A Study of Their Delivery and Recommendations. Executive Summary.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date-Feb 79

Note-16p.; For related information, see EC 114 885

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administration, Elementary Secondary Education, *Exceptional Child Research, *Handicapped Children, *Program Evaluation, *School District Autonomy, *State School District Relationship

Identifiers-*New York (Bronx)

Interview data were obtained from teachers, principals, and parents of children with special needs, as well as from supervisors and executive officers of parent advocacy and/or provider groups, to study the Bronx, New York, Special Education Regional Office (BRO). Three program areas were investigated: management, communications and liaison, and program development and supervision. Among findings were that BRO appears to utilize its resources to obtain accurate student data and to maintain constant audits on class attendance; that BRO is aggressive in moving classes, in consolidating classes, obtaining and using adequate space in school buildings, and in general, in fighting to bring more resources to the Bronx; and that where direct comparisons were made the BRO performed better than the still largely centralized Bureaus. Findings led to a proposal that the Division of Special Education, functioning through field offices, become the financier, auditory, advocate, and standards developer for children with special needs while local districts be charged with the responsibilities for day-to-day operations of programs for all children including those with special needs. (SBH)

ED 172 491 EC 114 885

Gartner, Alan And Others

Educational Services for Students with Special Needs: A Study of Their Delivery and Recommendations

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date-Feb 79

Note-299p.; For related information, see EC 114 884

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Administration, Elementary Secondary Education, *Exceptional Child Research, *Handicapped Children, *Program Evaluation, *School District Autonomy, *State School District Relationship

Identifiers-*New York (Bronx)

The report documents the findings of a pilot project in which teachers, principals, parents of special needs children, supervisors, and executive officers of parent advocacy and/or provider groups were interviewed to investigate the organizational effectiveness of the Bronx (New York) Special Education Regional Office and to determine its applicability to other boroughs in New York City. Chapter 1 reviews the study design, purposes of the study, organization of the BRO, and procedures (including study limitations, data collection, and data analysis). Outlined in a second chapter are findings related to the accuracy and ease of data collection, placement of students, management (in areas which include transportation, space, and resource distribution), communication/liaison (between such groups as supervisors, principals, teachers, and parents), and program and personnel development. A final chapter offers recommendations in six areas: (1) increased classroom and clinical support personnel for special education students, (2) more thorough and rapid evaluation and placement procedures, (3) more equitable funding and resource distribution (given directly to schools or carefully monitored to insure appropriate use by districts), (4) greater communication with school and community persons, (5) teacher training, and (6) greater parent involvement in their children's educational program. Among appendixes are a report on development of interview schedules and questionnaires, sample interview forms, a description of the sampling procedure, and statistical data on the distribution of students by handicapping condition and race. (SBH)

ED 172 492 EC 114 898

McCallum, R. Steve Glynn, Shawn M.

The Hemispheric Specialization Construct. Developmental and Instructional Considerations for Creative Behavior.

Pub Date-Apr 79

Note-27p.; Paper presented at the National Association of School Psychologists (San Diego, California, April, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cerebral Dominance, *Creative Development, *Creativity, Creativity Tests, Elementary Education, *Lateral Dominance, *Neurology, *Teaching Methods

Research relating to the relationship between hemispheric specialization and creativity is explored with particular emphasis on implications for elementary education. Physiological and psychological evidence is examined for the construct that hemispheric specialization means that the two hemispheres of the human brain are specialized for different modes or styles of information processing. Information is provided about a new creativity test which incorporates into its rationale the notion of hemispheric specialization. Finally, recommendations are made about how to achieve desirable cognitive and affective instructional outcomes. It is suggested that teachers should strive to develop in their students both left-hemisphere and right-hemisphere information processing skills; that elementary education programs provide opportunities for guided discovery and nonverbal (visual-motor and tactile) expression; and that teachers should encourage students to generate new and efficient strategies for information gathering, concept formation, and problem solving. (SBH)

ED 172 493 EC 114 899

Weber, Douglas L. Weber, Margaret B.
A Suggested Evaluation Strategy for P.L. 94-142.
Pub Date-Feb 79
Note-16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, South Carolina, February, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Disabilities, Evaluation Methods, *Federal Legislation, *Handicapped Children, Individualized Programs, Models, Norms, *Program Evaluation, Research Methodology, *Research Problems, *Research Utilization
Identifiers-*Developmental Disabilities Bill Rights, *Education for All Handicapped Children Act

The paper compares evaluation requirements established under P.L.

94-103 (Developmental Disabilities Assistance and Bill of Rights Act) and P.L. 94-142 (Education for All Handicapped Children Act). The correspondence of the requirements to traditional evaluation models is noted, and obstacles to implementation of the evaluation procedures are detailed. The nature of requirements for individualized education programs (P.L. 94-142) and individual habilitation plans (P.L. 94-103) is examined, and problems arising from the suggested use of normative models for program evaluation are discussed. Among reasons given for the impracticality of the norm based model are the limited availability of normative measures for low functioning or deviant subpopulations and the occurrence of unusual developmental patterns in handicapped individuals. The under utilization of social program evaluation data is explored and the political nature of evaluation information is discussed. (CL)

ED 172 494 EC 114 900

Knight, Martha L.

An Analysis of the Relationship Between Critical Components of a Special Education Delivery System, Selected Community Demographic Variables and Student Academic Achievement.

Pub Date-Apr 79
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 10, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Age, *Community Characteristics, *Consultation Programs, *Exceptional Child Research, *Handicapped Children, Models, State Programs, Success Factors, Teacher Characteristics
Identifiers-Consulting Teacher Model, Vermont

To determine the relationship of characteristics of the consulting teacher model to measures of school achievement, special education for 1,628 children in 42 Vermont sites was examined through a stepwise multiple regression analysis of 17 variables descriptive of service, teaching, community, and school achievement. Service variables included child age and prior learning. Teaching variables included proportion of in-class instruction, amount of instruction, size of child caseload, and size of teacher caseload. Community variables included income, years of schooling and tax effort of community members. School achievement variables included gains in math, reading, and academic performance as well as proportion of instructional objectives achieved. Results indicated negative relationships of proportion of in-class instruction and size of teacher caseload to school achievement. Positive relationships were revealed for amount of instruction, child age, and consulting teacher self-rating to school achievement. (CL)

ED 172 495 EC 114 901

Fisher, Alan T.

Four Approaches to Classification of Mental Retardation.

Pub Date-Sep 78

Note-24p.; This is a revised version of the Paper ``Effects of Four Assessment Approaches on a Special Education Population,'' presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, September, 1978); Pages with tables may not reproduce well due to smudged background

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), Blacks, *Classification, Cultural Pluralism, Educable Mentally Handicapped, *Evaluation Methods, *Exceptional Child Research, Intelligence Tests, *Mentally Handicapped, Mexican Americans, *Minority Groups, Nondiscriminatory Education, Psychological Tests, Psychometrics, *Socioeconomic Influences, Test Bias, Trainable Mentally Handicapped

Four approaches to the classification of 110 students as mentally retarded were investigated. The frequency of classification of educable mentally retarded (EMR) and trainable mentally retarded (TMR) and nonretarded (NMR) Ss from three racial-ethnic groups (Anglos, Mexican Americans, and Blacks) and two socioeconomic groups (middle and low) was compared. Classification approaches included the full scale IQ approach; the psychometric approach which involves multiple criteria and multiple tests; the pluralistic approach which uses J. Mercer's Estimated Learning Potential (ELP) to adjust Wechsler Intelligence Scale for Children - Revised IQ scores; and the adaptive approach which incorporates the traditional psychometric tests and the Adaptive Behavior Inventory for Children. Results indicated that the adaptive behavior approach classified the fewest students as mentally retarded at both levels (EMR, TMR), while also declassifying the most students as not mentally retarded. The pluralistic approach classified fewer students as EMR or TMR than the modified psychometric or traditional IQ approaches, but more students than the adaptive behavior approach. The adaptive behavior approach had the greatest impact on Mexican American and Black Ss, followed by the ELP approach. The adaptive behavior approach was most conservative in the classification of middle and low socioeconomic status Ss. (Legal and practical considerations involved in nondiscriminatory evaluation and declassification of students as retarded are addressed.) (CL)

ED 172 496 EC 114 902

Baldwin, Norman F.

Adaptive Behavior Changes of Mentally Retarded Citizens in Community Residences.

Pennsylvania State Univ., Middletown. Capitol Campus.

Spons Agency-Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Pub Date-Aug 78

Note-21p.; Paper presented at the Meeting of the American Psychological Association (Toronto, Canada, August, 1978)

Available from-CLA Staff Training Program, Program for Social Science, Pennsylvania State University, Capitol Campus, W-352, Middletown, Pennsylvania 17057

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adolescents, Adults, *Behavior Change, Children, *Community Programs, *Exceptional Child Research, Inservice Education, *Mentally Handicapped, *Staff Improvement

Effects of inservice training and consultation with 33 staff members involved with 97 mildly to severely mentally retarded children and adults living in group homes and apartments throughout Pennsylvania were examined. Training focused on behavior management and group dynamic strategies for skill development and alteration of socially aversive behavior among residents. Results of pre- and posttests of adaptive behavior revealed significant multivariate and univariate gains in adaptive behavior of the residents as well as differences across both assessments combined, between apartments and group homes. Gains were noted for the following behavior areas: language, time measures, writing, reading, shopping, financial dealings, social initiative, cleanliness, care of clothes, health, peer attitudes, and dominance. Overall level of six adaptive behavior dimensions appeared to be highest for residents of adult apartments, followed in descending order by adult short-term group homes, adult long-term group homes and children's residences. (CL)

ED 172 497 EC 114 903

Baldwin, Norman F.

Changes in Adaptive Behavior Among Mentally Retarded Adults in Community Living Arrangements.

Pennsylvania State Univ., Middletown. Capitol Campus.

Spons Agency-Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Pub Date-Aug 78

Note-18p.; Paper presented at the Meeting of the American Psychological Association (Toronto, Canada, August, 1978)

Available from-CLA Staff Training Program, Program for Social Science, Pennsylvania State University, Capitol Campus, W-352, Middletown, Pennsylvania 17057

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adults, *Behavior Change, *Community Programs, *Mentally Handicapped, Research Projects, *Staff Improvement

Identifiers-*Group Homes (Handicapped)

Seventy mildly to severely mentally retarded adults living in group homes and apartments throughout Pennsylvania were evaluated with an instrument to assess adaptive behavior (Assessment of Basic Competence Scale) on two occasions separated by a 6-month interval. Prior to the initial assessment, direct-service staff participated in a 4-day workshop concerning behavior change strategies. During the next 6 months, staff were offered follow-through consultation regarding implementation of the strategies. Results indicated the following findings: multivariate and univariate differences between residents of group homes and residents of apartments with the latter group showing higher scores on two variables (food preparation and sexual awareness); multivariate and univariate differences between initial and followup adaptive behavior assessments with gains occurring on 27 variables for residents of group homes and apartments; and no differential magnitude of change in adaptive behavior of residents living in group homes compared to apartments. (Author/CL)

ED 172 498 EC 114 904

Planning Instruction for the Severely Handicapped.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date- 78
Note-127p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Definitions, Elementary Secondary Education, Individualized Programs, Instructional Programs, *Interdisciplinary Approach, Program Development, *Severely Handicapped, *State Standards, *Student Placement, Teamwork
Identifiers-*North Carolina

The manual discusses legal and procedural guidelines established by North Carolina regarding educational services for severely handicapped students. Covered in separate sections are the following topics (sample subtopics in parentheses): definition; placement procedures (referral, screening, school-based committee, assessment, placement, and exit criteria); the instructional program (pre-planning, individual education plan, transportation, program accessibility, curriculum areas, classroom design, materials, and instructional techniques); and the educational team (teacher competencies, medical services, occupational and physical therapy services, management suggestions for severely handicapped students with cerebral palsy, psychological services, and speech/language services). Among 14 appendixes are bathroom specifications; wheelchair dimensions; a safety checklist; suggested emergency procedures; and a bibliography listing 55 references on language and communication, self-help, education, parents, physical and occupational therapy, and vocational skill training. (CL)

Hurwitz, Janice

Development of Instructional Strategies in Reading in the Mainstreamed Elementary School Classroom.

Nova Univ., Fort Lauderdale, Fla.
Pub Date- 78
Note-143p.; Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Elementary Education, *Handicapped Children, Individualized Reading, *Mainstreaming, Program Development, *Program Evaluation, *Reading Instruction, Reading Skills

The practicum report documents the development of a mainstreamed reading program for exceptional children in grades 2-4, and describes its pilot testing with 22 second grade, 21 third grade, and 21 fourth grade students. The specific process and terminal goals of the practicum are presented. The reading program is explained to have included elements traditionally associated with individualized approaches (meeting individual differences, purposes, and interests through individual pupil-teacher conferences; group instruction based on developmental skill needs and interests for specific purposes; self pacing of learning; and self selection of a part of the instructional material). Empirical evaluation is said to have shown that participating students (both special needs and non-special needs) were able to improve their reading skills to a significantly greater extent than they were able to previously. Practicum students were also noted to display less frustration in dealing with their peers and with their classroom activities. Among seven appendixes are sample recordkeeping forms, checklists, and a list of objectives, instructional strategies, and independent learning activities for the mainstreamed reading program. (CL)

ED 172 500   EC 114 306

Jordan, June B., Ed.

Exceptional Child Education at the Bicentennial: A Parade of Progress. Revised Edition.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-77

Note-121p.; A Product of the ERIC Clearinghouse on Handicapped and Gifted Children ; Some small print and photographs may not reproduce clearly

Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 145, $5.5.0)

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC05 Plus Postage

Descriptors-*Educational Trends, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Handicapped Children, Interviews, Parent Role, Teacher Education, *Trend Analysis

Thirteen author-contributed papers, interviews, and discussions focus on historical trends in the education of handicapped children and youth. The first section provides three perspectives on the status of exceptional child education through interviews with members of Congress (J. Randolph, H. Williams, C. Perkins, And A. Quie), the Bureau of Education for the Handicapped (E. Martin, and J. Harvey), and The Council for Exceptional Children (W. Geer and P. Jones). The second section presents the following eight papers: Especially for Special Educators: A Sense of Our Own History (B. Aiello); The Early Years: Prologue to Tomorrow'' (W. Abraham); Great Moments in the History of The Council for Exceptional Children'' (F. Lord); Parent Groups: Their Role in a Better Life for the Handicapped'' (L. Cain); Special Education Research: Retrospect and Prospect (H. Prehm); The Past is Prologue: Teacher Preparation in Special Education'' (F. Connor); Law, Litigation, and Handicapped Children'' (J. Melcher); and Who Are All the Children?'' (W. Lance). A current awareness paper prepared by The Council for Exceptional Children for the White House Conference on Handicapped Individuals completes the text. (CL)

ED 172 501 EC 114 907

Kaufmann, Felice
Your Gifted Child and You. Revised Edition.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-56p.; A Product of the ERIC Clearinghouse on Handicapped and Gifted Children; This abstract supersedes ED 133 933 and EC 092 719
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 143, $4.25)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Creative Development, *Gifted, *Parent Associations, Parent Role, *Resource Guides, *Student Characteristics, *Talented Students, *Talent Identification
Identifiers-*Parent Resources

Intended for parents and teachers of gifted and talented children, the book discusses identification criteria and educational strategies for developing their potential. Case studies of gifted and talented children are cited and a checklist of common characteristics is provided. Suggestions are given for fostering creativity in the home; and special problems of the gifted are explained to include underachievement, cultural differences, and learning difficulties. Answers are presented to parents' questions about raising a gifted child and guidelines are given for developing a parent organization. Among appendixes are a bibliography, resource listing, and directory of state parent organizations for the gifted. (CL)

ED 172 502 EC 114 910

Architectural Barriers Removal: Resource Guide.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.; Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals.

Report No.-OHDS-79-22006

Pub Date-79

Note-41p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Architectural Barriers, Building Design, *Federal Aid, *Federal Programs, Financial Support, Handicapped Children, Organizations (Groups), *Physically Handicapped, *Resource Guides

The guide presents information on resources for eliminating architectural barriers for handicapped persons. Entries are grouped according to information resources, funding sources, and publications available from the federal government. Seven organizations are described in terms of agency goals, publications, and materials. Federal programs providing funds for removal of architectural barriers are described in terms of uses and restrictions, types of assistance, eligibility requirements, application procedure, and an information contact. The final section lists titles and ordering information for 17 publications. (CL)

ED 172 503 EC 114 912

Grunwald, Arnold

The Argonne Braille Project.

Argonne National Lab., Ill.

Spons Agency-Energy Research and Development Administration, Washington, D.C.
Report No.-ANL/ENG-77-01
Pub Date-Jul 77
Contract-W-31-109-Eng-38
Note-380p.; Some fold out pages may not reproduce well due to their large size
Available from-Research for Braille Communication, 30 West Washington Street, Chicago, Illinois 60602 ($30.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Blind, *Braille, Computers, *Electromechanical Aids, Equipment, Tactile Adaptation, *Visually Handicapped
Identifiers-*Argonne Braille Machine

A project summary and 20 related papers are presented on the Argonne Braille Machine, a device which produces braille equivalent information on magnetic tape rather than embossing dots on paper. The summary traces the machine's development while 10 papers cover such issues as user reactions, evaluation proposals, use and care of the machine, the braille reading process, and the system's advantages. An additional 10 papers focus on auxiliary equipment and computer translation. The final section includes information on the U.S. patent for the Argonne Braille Machine, letters and awards in recognition of its development, and sample related news clippings. (CL)

Malstrom, Harry Litzenberger, Jerry
The Essay as a Mediation Instrument in the Special Classroom.
Pub Date-77
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, *Educable Mentally Handicapped, *Essays, Exceptional Child Research, *Mediation Theory, Mentally Handicapped, Secondary Education, *Self Control

The effects of mediation essays on assignment completion and inappropriate talking of five mildly retarded high school students were examined. The teacher kept records of percent of assignments completed and occurrence of three talking out behaviors (talking to one's neighbor, making noise in class, and talking to one's self). Students were first treated verbally and asked R. Blackwood's four question format: What did you do that was wrong? What unpleasant things happen when you do it? What should you have done? What nice things happen when you do what you should? Then Ss were presented with a standard essay to copy (samples are appended). Results indicating increased consistency of student performance supported the usefulness of the essay mediation technique in reducing talking out behavior. In addition, the teacher found the procedures easy, positive in nature, and time efficient and felt that the approach produced a quieter classroom. (CL)

ED 172 505 EC 114 914

Luick, Anthony Harlan

Application of Cluster Analysis to Identify More Homogeneous Groups of Children with Learning Problems.

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007604518
Note-405p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, University of Arizona
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Cluster Analysis, Exceptional Child Research, Factor Analysis, Followup Studies, *Identification, Learning Difficulties, *Learning Disabilities, *Prediction, *Screening Tests, *Test Validity
Identifiers-Beery Visual Motor Integration Test, Illinois Test of Psycholinguistic Abilities, SCREEN Battery, Wechsler Intelligence Scale for Children

A multi-faceted study followed up 800 children originally administered SCREEN, a comprehensive early identification screening battery. Ss were given an individually administered diagnostic battery: The Illinois Test of Psycholinguistic Abilities (ITPA), The Wechsler Intelligence Scale for Children (WISC) Verbal Scale, The Beery Visual Motor Integration Test (VMI), and an Experimental Phonetics Test. Factor Analysis on the SCREEN battery and on the ITPA within the high risk'' sample yielded more complex factor structures which provided substantial construct validity for both tests. Evidence suggested that the SCREEN battery is an adequate to substantial predictor of achievement tests. Concurrent and predictive validity studies indicated that the ITPA and PIAT (Peabody Individual Achievement test) were better predictors of school achievement than were the WISC scale and the VMI. Separate cluster analysis of the SCREEN battery and ITPA revealed homogeneous subclusters of Ss who displayed specific patterns of deficits. Results demonstrated that there is a reliable and valid technology for identifying relatively homogeneous groups of learning problem children. (Author/CL)

ED 172 506 EC 114 915

Phillips, Piper

The Aspirations and Dilemmas Involving Sex Education for the Mentally Retarded.

Pub Date- 76

Note-12p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, *Mentally Handicapped, Normalization (Handicapped), *Psychological Needs, *Sex Education, *Social Development, Socialization, *Values

The paper discusses issues involved in providing sex education to the mentally retarded. Research is reviewed which cites the need for and desirability of sex education, including enhancing socialization, fostering sound personality development, teaching sexual appropriateness in terms of time and place, allowing for emotional and physical release, and decreasing the probability of sexual exploitations. Arguments agains sex education are seen to include concerns regarding teaching attitudes and values, training of instructors, encouraging of premature sexual sophistication, and invading the privacy of the family. The author concludes that sex education is an important part of normalization. (CL)

ED 172 507 EC 114 916

Gold, Marc
Try Another Way. Training Manual.
Gold (Marc) & Associates, Inc., Tex.
Pub Date-78
Note-87p.; For related information, see EC 114 917
Available from-Marc Gold & Associates, P.O. Box 5100, Austin, Texas 78763 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Custodial Mentally Handicapped, Daily Living Skills, Definitions, Developmental Disabilities, Mentally Handicapped, *Reinforcement, *Task Analysis, Teaching Methods, *Trainable Mentally Handicapped, *Training Techniques
Identifiers-*Try Another Way

Intended for use in training conferences, the manual describes the philosophy and procedures of Try Another Way, an approach for teaching moderately, severely and profoundly mentally retarded persons and developmentally disabled persons difficult to train. An alternative definition of retardation is proposed which stresses level of functioning determined by the availability of training technology. Try Another Way is explained to use task analysis to teach manual tasks to the retarded. The manual covers the following aspects of the approach: task analysis (explanation and an example of teaching a complex assembly task to retarded blind persons); rules for training and reinforcement; a discussion of the concept of influence; and an interview with M. Gold in which he emphasizes the need for systematic training rather than diagnosis. Four training projects and their task analyses are presented (shaking hands, building pallets, washing hands, and folding napkins). The remainder of the manual provides information on publications, films, and training services available from Marc Gold and Associates, Inc. (CL)

ED 172 508 EC 114 917

Galloway, Charles Lecours, Ronald G.
Try Another Way in California. Final Report of the California Project.
Gold (Marc) & Associates, Inc., Tex.
Pub Date-78
Note-155p.; For related information, see EC 114 916
Available from-Marc Gold & Associates, P.O. Box 5100, Austin, Texas 78763 ($5.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Custodial Mentally Handicapped, *Delivery Systems, *Developmental Disabilities, *Mentally Handicapped, Normalization (Handicapped), *Program Evaluation, *State Programs, *Task Analysis, Trainable Mentally Handicapped
Identifiers-*California

The report summarizes a 2-year project to train personnel in California agencies, facilities, schools and state hospitals in the principles of Try Another Way, a normalization-geared approach using systematic task analysis to teach moderately to profoundly retarded and severely developmentally disabled persons. The report's first three sections discuss the purpose, goals, strategies, and interlocking roles of the project. A fourth chapter describes the results of the project's impact on the California service system and the impact that training had on agency clients. An evaluation of the project's strengths and weaknesses is followed by recommendations to departments of state government, human service agencies, and individual trainers. Among six appendixes are a list of completed task analyses and objectives for participants and a task analysis rating system. (CL)

ED 172 509 FL 009 177

Bilingual Education. Options in Education: Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. Program No. 98.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-14 Nov 77
Note-22p.; Note available in paper copy due to small print size of original document
Available from-Options in Education, National Public Radio, 2025 M Street, N.W., Washington, D.C. 20036 ($0.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Culture, *American Indian Languages, *Bilingual Education, Bilingual Teachers, Educational Accountability, *Educational Assessment, Elementary Secondary Education, English (Second Language), Federal Programs, Language Skills, *Migrant Education, Portuguese, *Program Evaluation, *Spanish Speaking, Teacher Education
Identifiers-Passamaquoddy (Tribe)

Transcripts of weekly programs broadcast by National Public Radio on bilingual education are presented with Wendy Blair and John Merrow. Contents are as follows: (1) Introduction; (2) History of Bilingual Education'' by Noel Epstein; (3) Passamaquoddy Language Instruction in Maine'' with Wayne Newall, Robert Leavitt, and Anna Arnois; (4) Are Only Transitional Bilingual Programs the Answer'' with Jose Cardenas; (5) Bilingual Programs in South Philadelphia High School: with Binh Tham and Sung Choi; (6) The American Institutes for Research Study'' with Noel Epstein and Michael O'Malley; (7) Why Bilingual Programs Are Not Successful'' with Jose Cardenas; (8) Bilingual Programs in New England'' with Lucile Parchick; (9) Bilingual Programs in Wisconsin'' with Louise Strasbaugh and Nelia Olivencia; (10) Bilingual Programs in California''; (11) Noel Epstein Versus D. Jose Cardenas''; and (12) Have Bilingual Education Programs Become Political?'' by Noel Epstein. (SW)

ED 172 510 FL 009 197

Douglas, Dan

From School to University: The Study Habits Research Project Final Report.

Khartoum Univ. (Sudan).

Pub Date-77

Note-185p.; Not available in hard copy due to small print size of original document ; Document prepared by the Student Affairs Section

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Arabic, College Students, Communicative Competence (Languages), *English, English (Second Language), Higher Education, *Language Attitudes, *Language of Instruction, *Language Proficiency, Language Tests, Reading Habits, *Research Projects, Study Skills, Success Factors

Identifiers-*University of Khartoum (Sudan)

A research project on study habits was conducted at the University of Khartoum, Sudan. This report includes: (1) an overview of the university and the background to the study; (2) previous research on study habits undertaken at the University of Khartoum and elsewhere; (3) the project goals and procedures; (4) findings concerning language proficiency testing and contributions to academic success; (5) anecdotal data obtained from interviews, diaries, and observations; and (6) recommendations based on the findings. Language proficiency tests in Arabic and English reading and in Arabic and English dictation were integrative measures, testing global skills related to general language proficiency. The study sought to determine the effect on university performance of the following variables: the Sudan School Certificate, interviews, secondary school attended, proficiency tests, and university English final examinations. Eight months after the orignial testing, subjects were retested in reading and administered a questionnaire. The conclusions are that English language proficiency is a major problem for the preliminary-year students and that there are potential problems of a linguistic and an attitudinal nature with Arabic as a medium of instruction in the university. (SW)

ED 172 511 FL 009 715

Daly, John, Ed.
Work Papers. Summer Institute of Linguistics, University of North Dakota Sessions, Vol. 22.
Summer Inst. of Linguistics, Huntington Beach, Calif.
Pub Date-78
Note-151p.
Available from-Summer Institute of Linguistics, Bookroom, 7500 W. Camp Wisdom Rd., Dallas, Texas 75236 (winters); Summer Institute of Linguistics, Bookroom, Box 8217 Univ. Sta. Grand Forks, North Dakota 58202 (summers) ($3.00 plus postage)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Indian Languages, *Athapascan Languages, *Descriptive Linguistics, Discourse Analysis, *Eskimo Aleut Languages, Grammar, *Indonesian, *Language Research, Languages, Phonology, Semantics, Syntax, Tone Languages

This collection of papers from the Summer Institute of Linguistics contains the following articles: (1) Texmelucan Suprasegmental Phonology,'' by C. H. Speck; (2) Some Discourse Features in Siberian Yupik Eskimo,'' by D. C. and M. R. Shinen; (3) The Particle t'ah in Slavey Discourse,'' by C. Harrison and V. Monus; (4) The Point-Line Dimension in Indonesian,'' by H. Bombang Kaswanti Purwo; (5) On Zuni 'Passives','' by C. D. Cook and D. G. Frantz; (6) The Modalis Case in Inupiat,'' by W. Seiler; (7) Goal Advancement in Southern Tiwa,'' by B. Allen; (8) Notes on Diuxi Mixtec,'' by J. P. Daly; and (9) Aspects of Seri Phonology,'' by S. A. Marlett. Each of these papers is based on data collected in field work and contains significant amounts of data for illustrative purposes. Nine languages are represented in the papers; eight of them are American Indian languages and one is Indonesian. (Author/AMH)

ED 172 512 FL 010 053

Johnson, Teresa H.

Monolingual and Bilingual Development Patterns.

Pub Date-78

Note-15p.; Paper presented at the Second Language Research Forum (Los Angeles, California, October, 1978)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, *Child Language, Communicative Competence (Languages), *English, Grammar, Interference (Language Learning), *Language Development, Language Dominance, Language Patterns, Language Skills, Linguistic Performance, Listening Comprehension, *Monolingualism, Morphology (Languages), Preschool Children, *Spanish, Verbal Communication

Similarities and differences in language acquisition and variations in patterns of language dominance were studied with three four-year-old girls. The ideographic study of child speech involved a monolingual English-speaking child, a monolingual Spanish-speaking child, and a bilingual English-Spanish-speaking child. The following measures were used: auditory comprehension, syntax and morphology, and temporal analysis (speech rate, pauses, and hesitation phenomena). Formal testing supplemented observation of children's speech in natural settings. Testing sessions were conducted approximately every 6 months and when the bilingual child had extended exposure to either language. Data were collected in the United States and in Mexico. Certain similarities have been found in monolingual and bilingual development. Bilingual development is both enriched and affected negatively by the constant exposure to two languages: enrichment takes place in vocabulary and facility with language, while morphology and syntax are affected negatively (in both languages) by the interference of one language system with the other. (SW)

ED 172 513 FL 010 054

Van Schaik, Jennifer Dittman

A Comparison of ESL and English Composition Textbooks at the University Level.

Pub Date-78
Note-167p.; M.A. Thesis, University of California, Los Angeles
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Composition Skills (Literary), *Content Analysis, Course Objectives, *English (Second Language), *English Instruction, Higher Education, Second Language Learning, Student Needs, *Textbook Content, *Textbook Evaluation, Writing Skills

English as a Second Language (ESL) composition textbooks were compared with freshman composition textbooks through a national survey of U.S. universities. A detailed content analysis of nine ESL and eighteen English composition texts was conducted. A questionnaire was sent to selected universities asking the faculty to answer textbook-related questions, and data were obtained concerning course goals, instructors, and students. Results indicate the importance of textbooks in the teaching of composition. Texts were used in virtually all of the 66 courses in the study, and in over half of these courses, the contents of the textbook closely reflected the goals of the course. The content of ESL texts were shown to be different from English texts in the amount and type of composition instruction offered, yet ESL and English instructors reported that they worked toward the same writing goals. The apparent discrepancy between expressed ESL composition goals and actual practice suggest the need to re-evaluate ESL courses and textbooks to determine whether ESL students are receiving composition instruction necessary for survival in American universities. Suggestions are offered on ways in which ESL composition textbooks could be improved to better meet the writing needs of university ESL students. (SW)

ED 172 514 FL 010 059

Ewanyshyn, Eugene
Evaluation of a Ukrainian-English Bilingual Program, 1976-1977.
Pub Date-Apr 78
Note-317p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Academic Achievement, *Bilingual Education, Bilingualism, Cultural Awareness, Educational Objectives, Elementary Education, Ethnic Groups, *Language Instruction, Language Programs, Parent Attitudes, *Program Effectiveness, *Program Evaluation, Questionnaires, Teacher Attitudes, *Ukrainian
Identifiers-*Bilingual Programs

An evaluation study is presented of a primary grades Ukrainian-English bilingual program. The study focuses on three areas: (1) pupil academic achievement; (2) pupil cultural achievement; and (3) the perceptions of relevant groups concerning the bilingual program. One hundred forty-eight students in grades one, two, and three were matched with control groups on the following variables: grade, sex, age, primary mental ability score, and socio-economic status. The major findings indicated that student achievement in the bilingual program matched that of students in the regular program in English language arts and mathematics. Test results and perceptions of teachers and parents showed that students made significant progress in learning the Ukrainian language and understanding Ukrainian culture. Parents and teachers indicated that program objectives were generally appropriate and were being achieved to a large extent. Teachers expressed a need for further in-service training and for additional curricular and instructional materials. A majority of parents indicated that instruction in Ukrainian should continue beyond the primary level and that some subjects could be taught in that language. A discussion of the implications of the study and suggestions for further research concludes the study. (Author/AMH)

ED 172 515 FL 010 081

Language Problems and the Final Act. Esperanto Documents, New Series No. 11A.
Universal Esperanto Association, Rotterdam (Netherlands).
Pub Date-77
Note-12p.
Available from-Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl [illegible].00 plus postage and handling)
Pub Type - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Artificial Languages, Communicative Competence (Languages), *Cooperative Planning, *Cultural Pluralism, *International Relations, *Language Attitudes, *Language Planning, Language Universals, Language Usage
Identifiers-*Esperanto

The Final Act of the Conference on Security and Co-operation in Europe, linguistic problems in the way of cooperation, language differences and the potential for discriminatory practice, and the need for a new linguistic order are discussed. It is suggested that misunderstandings arising from differences of language reduce the ability of the 35 cooperating states to promote health, education, nutrition, economic well-being, or the mutual understanding on which all these efforts depend. Problems of language manifest themselves in all areas of international cooperation. Not only is there the problem of simple comprehension but also the problem of discrimination: certain states enjoy marked linguistic advantages not shared by others. It is suggested that a neutral international language, easy to learn and to teach, could become the normal and accepted idiom of European, if not worldwide, communication. Esperanto, based on certain European languages, could be the international language to enable various states to treat one another on a nondiscriminatory and equal basis and to deal directly with their common problems. National languages could be preserved for internal use, and cultural pluralism could be elevated from principle to practice. Steps are recommended for using Esperanto to promote international cooperation through incorporation in the Final Act. (SW)

ED 172 516 FL 010 085

Reed, Rodney Louis

The Relationship Between Language Acquisition and Cognitive Development.

Pub Date-77

Note-24p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Intellectual Development, *Language Development, Language Role, *Learning Theories, *Linguistic Competence, *Linguistic Theory, *Thought Processes

Theories concerning the relationship between language acquisition and cognitive development are examined, and implications for education are discussed. There is disagreement about the sources and processes involved in achieving linguistic performance, and in particular, determining linguistic competence. Among the many theories and modifications of theories are the following: (1) thinking is identical to speaking (Watson, 1923); (2) thinking and speaking interrelate and yield a third unique process of language (Vygotsky, 1962); (3) words and syntactic structures of a language determine how a speaker perceives the world and how he thinks (Whorf, 1956); (4) thinking is an information-processing phenomenon (Bruner, 1964); and (5) speaking is a function of thinking. Various interpretations of the last notion have been proposed by Chomsky (1965), McNeill (1966), Katz (1966), and Piaget (1967). It is suggested that while language acquisition may not be a sufficient condition for thought with respect to most cognitive functions, it may play a role in significant ways that are at present little understood. Language may well have a more significant role in the formation of thought than Piaget would allow, even though it may still not be the principal determinant of thought claimed by Bruner and Vygotsky. (SW)

ED 172 517 FL 010 087

Successful Foreign Language Programs in Texas Schools, 1976-77.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date- 77
Note-46p.; Photographs may not reproduce well in paper copy
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, English (Second Language), French, German, Language Instruction, *Language Programs, Latin, *Program Evaluation, School Districts, *Second Language Learning, Spanish, State Standards, Student Needs

Descriptions are presented of 13 foreign language programs in Texas schools that were chosen as representative of all the successful foreign language programs in the state. Fifteen additional programs, listed by education service center region, are briefly described. Overriding characteristics of a successful program are: (1) the program keeps students involved in a multitude of in-class and out-of-class activities, (2) the program gives the students as many opportunities as possible to use their language skills and to increase their knowledge of another culture, and (3) the program has goals based on the needs of students and provides activities which lead to the accomplishment of the goals. An index to the successful programs is provided by language, level, or size of school district. (SW)

ED 172 518 FL 010 088

Middle School Exploratory Foreign Language Programs: A Position Paper.
National Council of State Supervisors of Foreign Language.
Pub Date-Oct 77
Note-11p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Bound Students, Communicative Competence (Languages), Conversational Language Courses, *Cultural Awareness, *Instructional Innovation, Junior High Schools, *Language Programs, *Language Role, *Linguistic Performance, Low Achievers, Middle Schools, Noncollege Preparatory Students, Secondary Education, *Second Language Learning

Four types of exploratory foreign language programs are described: (1) the language overview course, (2) the trial-study course, (3) the Level I offering, and (4) the course for the non-college bound. It is largely in the middle schools (grades 6-8) and junior high schools (grades 7-9) that exploratory programs are being used. The language overview course is designed to increase or to develop student linguistic awareness through an educational experience in the basic social phenomenon of language. Approaches to language overview courses are the linguistic-centered approach, an approach that samples several language families, and the Esperanto approach. The trial-study language course provides a linguistic and cultural experience that permits the student to sample language study prior to registering for a regular sequence course. The level I middle grade offering is the first phase of second language learning. Two types of foreign language course for the non-college bound student are the conversational, cultural approach that minimizes written and grammar areas and the program for the very low achiever. (SW)

ED 172 519 FL 010 111

McWilliams, Larry And Others

Accent on Foreign Languages.

Jefferson County School District R-1, Lakewood, Colo.

Pub Date-Nov 78

Note-31p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aptitude Tests, Career Opportunities, *Career Planning, French, German, Higher Education, *Language Attitudes, *Language Enrichment, *Language Role, Latin, Russian, Secondary Education, *Second Language Learning, Spanish

A guide on foreign languages is presented for counselors, administrators, teachers, and parents. An introductory section discusses reasons for foreign language study, college entrance or exit requirements, foreign language and SAT scores, careers that use foreign languages, myths about learning foreign languages, and information about French, German, Latin, Russian, and Spanish. Also discussed are: (1) the number of people who speak the major foreign languages of the world as estimated in 1978, (2) opportunities to experience real and simulated foreign language atmospheres, (3) suggested program planning for junior high students, and (4) foreign language planning for college. A chart summarizes what research studies show about foreign languages and the following basics: English vocabulary, reading skills, transfer, self-concept, cultural enrichment, creativity, and communication skills. A quick test for determining probable success for learning a foreign language is also included. (SW)

ED 172 520 FL 010 127

Moustafa, Margaret Heiss

Some Deep Structure Manifestations in Second Language Errors of English Voiced and Voiceless th.''

Pub Date- 78

Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - **MF01/PC01 Plus Postage.**
Descriptors-Arabic, Comparative Analysis, Contrastive Linguistics, *Deep Structure, *English (Second Language), *Error Analysis (Language), *Error Patterns, Interference (Language Learning), *Language Patterns, Language Research, Language Usage, Phonemes, *Phonetic Analysis, Phonology, Pronunciation

Native speakers of Egyptian Arabic make errors in their pronunciation of English that cannot always be accounted for by a contrastive analysis of Egyptian analysis of Egyptain Arabic and English. This study focuses on three types of errors in the pronunciation of voiced and voiceless th'' made by fluent speakers of English. These errors were noted during informal conversations. While not all of the errors can be explained by the surface structure of the native language phonemes, they all fit into a unified system which can be described. The unified system implies that the behaviors are governed by the way in which the deep structure of the native language phonemes act in relation to the target language. (Author/AMH)

ED 172 521 FL 010 139

Rendon, Rene
Driver Education, English-Spanish. Learning Achievement Packages. Revised Edition.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 76
Note-197p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Bilingual Education, *Driver Education, English, English (Second Language), Instructional Materials, *Learning Modules, Secondary Education, *Skill Development, *Spanish, *Traffic Safety
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This text contains three suggested driver education curriculum units and is intended for use in a bilingual education setting. Each unit is in Spanish and English. The three units are: (1) Procedures in Driving,'' (2) Car Maintenance,'' and (3) Tires.'' Each unit contains information for the teacher, explanations and illustrations of relevant material, worksheets, and tests. A bibliography concludes the volume. (AMH)

ED 172 522 FL 010 175

Valdes-Fallis, Guadalupe, Ed. Teschner, Richard V., Ed.
Teaching Spanish to Native Speakers of Spanish: A Collection of Model Syllabi.
New Mexico State Univ., Las Cruces.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-78
Note-188p.
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Bilingual Students, College Language Programs, *Curriculum Development, Educational Objectives, Elementary Education, Higher Education, Language Attitudes, Language Maintenance, *Language Programs, Language Skills, *Native Speakers, *Spanish, *Spanish Speaking, Written Language

Eighteen model syllabi are presented for teaching Spanish to native speakers of Spanish. The syllabi were produced during a summer institute, entitled Teaching Spanish to Native Speakers of Spanish,'' in order to meet the unique language situation of U.S. hispanophone students. Traditional lower division Spanish-as-a-foreign-language courses are totally inappropriate for the fluent or almost fluent native speaker. At the same time these U.S. hispanophone students have had little exposure to written Spanish since they have been educated from the early grades in English. The need for specially-designed sequences of one to four semesters of language instruction to develop the natively-acquired language resources the students bring to the classroom led to the summer institute program. The institute brought together individuals already involved in teaching Spanish to native speakers. The central objective of the institute was the improvement of curriculum not only at participants' institutions but also across the nations. (SW)

Clark, John L. D., Ed.
Direct Testing of Speaking Proficiency: Theory and Application.
Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007701871
Note-261p.; Proceedings of a Conference conducted by Educational Testing Service in cooperation with the U.S. Interagency Language Round Table and the Georgetown University Round Table on Languages and Linguistics (Washington, D.C. March 1978)
Available from-Educational Testing Service, Princeton, New Jersey 08541 (free)

Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Achievement Tests, *Communicative Competence (Languages), Conference Reports, Higher Education, Language Fluency, Language Instruction, *Language Proficiency, *Language Skills, *Language Tests, Linguistic Competence, Secondary Education, Second Language Learning, Speech Communication, Test Construction, *Testing, Test Validity
Identifiers-*Oral Testing

The following papers are presented in the conference proceedings: (1) Development and Current Use of the FSI Oral Interview Test,'' by H. Sollenberger; (2) Interview Testing in Non-European Languages,'' by W. Lovelace; (3) Measuring Second Language Speaking Ability in New Brunswick's Senior High Schools,'' by M. Albert; (4) Using the FSI Interview as a Diagnostic Evaluation Instrument,'' by S. Graham; (5) Direct Testing of Speaking Skills in a Criterion-Referenced Mode,'' by R. Franco; (6) Oral Proficiency Testing in New Jersey Bilingual and English as a Second Language Teacher Certification,'' by R. Brown; (7) Adaptation of the FSI Interview Scale for Secondary Schools and Colleges,'' by C. Reschke; (8) Interview Techniques and Scoring Criteria at the Higher Proficiency Levels,'' by R. Jones; (9) Testing Speaking Proficiency Through Functional Dialogues,'' by I. Roos-Wijgh; (10) Scope and Limitations of Interview-Based Language Testing: Are We Asking Too Much of the Interview?'' by R. Lado; (11) Measuring Foreign Language Speaking Proficiency: A Study of Agreement Among Raters,'' by M. Adams; (12) Independent Rating in Oral Proficiency Interviews,'' by J. Quinones; (13) Third Rating of FSI Interviews,'' by P. Lowe, Jr.; (14) Determining the Effect of Uncontrolled Sources of Error in a Direct Test of Oral Proficiency and the Capability of the Procedure to Detect Improvement Following Classroom Instruction,'' by K. Mullen; (15) Realiability and Validity of Language Aspects Contributing to Oral Proficiency of Prospective Teachers of German,'' by R. Clifford; (16) Interview Testing Research at Educational Testing Service,'' by J. Clark; (17) Psychophysical Scaling of the Language Proficiency Interview, A Preliminary Report,'' by R. Vincent; and (18) Setting Standards of Speaking Proficiency,'' by S. Livingston. (AMH)

ED 172 524 FL 010 180

Di Pietro, Robert J.

Verbal Strategies in the ML Classroom.

Pub Date-78
Note-22p.; Paper presented at the annual meeting of the Pennsylvania State Modern Language Association (Chester, Pennsylvania, May 6, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Communication Skills, *Communicative Competence (Languages), Higher Education, *Language Instruction, Language Skills, *Learning Activities, Secondary Education, *Second Language Learning, Skill Development, Speech Communication, *Teaching Methods
Identifiers-*Dialogs (Language Learning)

Second language teaching methodologies have been oriented toward their subject matter as the acquisition of form. This orientation does not distinguish sufficiently between language as grammatical competence and language as verbal strategy. There are many matters falling under the heading of ``verbal strategy'' which should become part of an instructional program. This paper treats the presentation of verbalizations in various languages that are generated by specific cultural encounters, such as greetings, leave-takings, countering insults, gaining the upper hand in conversations, and displaying attentiveness. A technique known as the ``dialog with options'' is proposed as one way to teach verbal strategies and conversational interactions. This technique requires students to construct their own interchanges around a topic that has multiple interpretations. In addition to examples of ``dialogs with options,'' a number of selections from literature are provided as illustrations of verbal strategies and role-playing through the medium of diverse languages. (Author/AMH)

ED 172 525 FL 010 218

Epstein, Michael L. Dupree, David A.
RI at Two Levels of Semantic Processing.
Pub Date- 78
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Association (Psychological), Associative Learning, *Cognitive Processes, *Inhibition, Learning Activities, *Learning Processes, *Learning Theories, *Memorizing, Memory, Psychology, *Recall (Psychological), Semantics

Two hundred sixty-five subjects learned a mixed list of paired associates in an AB, AD and AB, CD transfer paradigm. Two levels of semantic processing were factorially varied across original and interpolated pairs. Recall of original pairs was shown to be directly related to the processing depth of original pairs in both paradigms and inversely related to the processing depth of interpolated pairs in the AB, AD paradigm, but not in the AB, CD paradigm. Twenty additional subjects intentionally learned and recalled the same list and showed significant retroactive inhibition for original pairs in the AB, AD paradigm. The findings indicate that interference does not occur in a mechanical fashion, but is sensitive to subjects' level of perceptual analysis of the pairs. (Author)

ED 172 526 FL 010 219

November, Susan

Assessment of Language Needs of Native Primary School Students Entering English Schools... With Suggestions for Programming to Meet Their Needs.

Manitoba Dept. of Education, Winnipeg. Native Education Branch.

Pub Date-Aug 78

Note-34p.

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Elementary Education, *English (Second Language), Figurative Language, Kindergarten Children, *Language Instruction, Language Programs, *Language Research, *Language Skills, Language Tests, Linguistic Performance, *Second Language Learning, Student Evaluation, Student Needs, *Teaching Methods

American and Canadian research is reviewed concerning the language needs of native primary students entering English schools from homes where a language other than English is spoken, and a study is reported that contrasted the language performance of children entering school from homes where only English is spoken and from homes where a language other than English is spoken. The Carrow Elicited Language Inventory test was administered to 60 kindergarten students. The raw score age equivalent for the students from English speaking homes was from five to six years while it was from two and one-half to three years of age for the students from native homes. Differences between the two groups for grammatical errors occurred primarily in the verb, pronoun, contraction, and conjunction categories. Implications of the results are discussed. The following four commercially available language development programs are evaluated in terms of their designs for language development: Developmental Syntax Program, Distar Language, Interactive Language Development, and Portage Guide to Early Education. An annotated bibliography is also included. (SW)

ED 172 527 FL 010 224

Gustason, Gerilee And Others
Signing Exact English. Revised and Enlarged.
Pub Date-75
Note-405p.
Available from-Modern Signs Press, 3131 Walker Lee Drive, Rossmoor, California 90720 ($13.50; 20% discount in quantity)
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Deaf Children, *Deaf Education, *Deaf Interpreting, English, Language, Language Development, Language Processing, Language Skills, *Manual Communication, *Sign Language
Identifiers-*Signing Exact English

A brief review of language development research and the English skills of deaf children is followed by a rationale for using manually signed English with these children. The principles of Signing Exact English are explained, stressing that to obtain maximum visual input English should be signed exactly as it is spoken, including synonyms, word endings, idioms, etc. The major portion of the book consists of line drawings and descriptions of signs for numbers, the alphabet, contractions, affixes, approximately 3200 vocabulary items, and a listing of signs grouped by families, utilizing the same movement and differing in hand shape only. Several pages of selected references and resources for further study are also included. (Author/AMH)

Kari, James, Comp. And Others
Holikachuk Noun Dictionary (Preliminary).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.; Iditarod Area School District, McGrath, Alaska.
Pub Date-Oct 78
Note-63p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($3.00)
Language-English; Holikachuk
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives, *Alphabets, *American Indian Languages, *Athapascan Languages, *Definitions, Language Research, *Nominals, Pronunciation, Uncommonly Taught Languages, *Vocabulary, *Written Language
Identifiers-*Holikachuk

This dictionary contains lists of nouns in the Holikachuk Athabaskan language as spoken by about twenty people, most of whom live in the village of Grayling, Alaska. The Holikachuk alphabet and sound system are presented. The nouns with English equivalents are listed according to the following categories: animals, fish, insects, birds, plants, relatives, people, body parts, land and water, sky and weather, time, fire, numbers, colors, clothes, sewing, hunting, tools, shelter, household and personal items, food, cooking utensils, transportation, games, spiritual, non-material, particles, question words and locatives. (AMH)

ED 172 529 FL 010 230

Leer, Jeff, Comp.

A Conversational Dictionary of Kodiak Alutiiq.

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-Jul 78

Note-122p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($4.00)

Language-English; Alutiiq

Pub Type- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, Alphabets, *Definitions, *Eskimo Aleut Languages, Language Research, Language Usage, *Standard Spoken Usage, Uncommonly Taught Languages, *Written Language

Identifiers-*Kodiak Alutiiq

This dictionary of Kodiak Alutiiq contains much of the conversational vocabulary of the Kodiak Island dialects. The alphabet is presented with examples in English as a key to pronunciation and with explanations of the sound system. An introduction to the dictionary explains the format and provides examples for each category of word to facilitate usage of the dictionary. The entries are arranged alphabetically according to English equivalents. (AMH)

ED 172 530 FL 010 243

Kari, James, Comp.
Deg Xinag. Ingalik Noun Dictionary (Preliminary).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-BNS-76-18647
Note-108p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska ($4.00)
Language-English; Ingalik
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives, Alphabets, *American Indian Languages, *Athapascan Languages, *Definitions, Language Research, *Nominals, Uncommonly Taught Languages, *Vocabulary, *Written Language
Identifiers-Deg Xinag, *Ingalik

This dictionary contains lists of nouns in the Deg Xinag or Ingalik language as spoken in the Yukon River villages of Anvik, Shageluk, and Holy Cross, and the Kuskokwim River village of Stony River. After a presentation of the Ingalik alphabet, the nouns, with English equivalents, are listed according to the following categories: mammals; fish; birds; insects; plants; pronouns; relatives; people; body parts; land and water; sky and weather; seasons, months, days, and adverbs of time; fire; counting and measurement; colors; clothing and personal adornment; sewing; hunting and fishing; tools; shelter; household and personal items; food; cooking and eating utensils; transportation; games and music; spiritual and sacred; non-material things; common conversational words; questions words; and direction and location words. (AMH)

ED 172 531 FL 010 263

ALSED Directory of Specialists and Research Institutions. Educational Studies and Documents, No. 14.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-74

Note-56p.

Available from-UNESCO Publications Center, P.O. Box 433, New York, New York 10016 ($2.65)

Language-English; French

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Anthropology, *Educational Anthropology, Educational Methods, *Educational Policy, *Educational Research, Educational Researchers, Language Instruction, *Language Planning, Language Research, Psycholinguistics, *Researchers, *Research Projects, Sociolinguistics, Teaching Methods

Identifiers-*UNESCO

This directory of specialists and institutions involved with Anthropology and Language Science in Educational Development (ALSED) aims primarily at providing the foundation for an international ALSED network of scholars, groups, and agencies actively dealing with the socio-cultural and linguistic adaptation of the content and methodology of education. This directory has 228 entries representing 141 specialists and 87 groups or institutions in 46 member states of UNESCO. The following information is provided for individual specialists: name and designation, address and telephone number, institutional or professional affiliations, specializations, and specific research and development projects. For the research groups and institutions, the following data are given: name of institution, date of establishment, address and telephone number, name and designation of director, staff information, governing body, sponsorship, financial support, specializations, activities, specific research and development projects, and publications. (Author/AMH)

ED 172 532 FL 010 268

Deemer, Holly Beth

The Transfer of Reading Skills From First to Second Language: The Report on an Experiment with Spanish Speakers Learning English.

Pub Date-78
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*English (Second Language), Language Instruction, Language Processing, Language Research, Language Skills, Reading Comprehension, Reading Development, *Reading Processes, *Reading Research, *Reading Skills, *Second Language Learning, Skill Development, Spanish Speaking, *Transfer of Training

Certain aspects of the reading process have suggested that second language reading skills are determined to some extent by native language reading skills. Some of this research is reviewed here and an experiment is described in which the reading skills in Spanish and English of three groups of Spanish speakers learning English are compared. Comprehension tests were given to each of the groups. Two articles from ``The Readers Digest,'' one in English and one in Spanish, were used for the speech comprehension tests, and cloze tests were used to measure intensive reading comprehension. It is shown that the highest English proficiency group had a strong significant correlation between reading skills in the two languages, the middle group had a slight correlation, and the beginners had no correlation. It is concluded that reading for meaning is a skill which is non-language-specific and so is transferred to a foreign language that is being learned. (Author/AMH)

ED 172 533 FL 010 271

ESEA TITLE VII Programs in New York State - 1977-78.

New York State Education Dept., Albany. Bureau of Bilingual Education.
Pub Date- 79
Note-49p.; Parts may be marginally legible due to print quality.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, Elementary Secondary Education, Federal Legislation, *Federal Programs, *Fellowships, Graduate Study, *Grants, Higher Education, Language Programs, Professional Training, Program Costs, State Departments of Education, State Federal Aid, *State Programs, Statistical Data, Teacher Education
Identifiers-*Elementary Secondary Education Act Title VII, *New York

This 1977-78 report on Elementary Secondary Education Act, Title VII, programs in New York State presents information in the form of tables and listings and a map. The following information is included on the bilingual education programs: estimated number of pupils, amount awarded, years of service, and languages offered by region, project, city, and local education agency; training program data by location and college, previous years, years negotiated, languages, degree or credential offered, and amount awarded; fellowships data by location and college, number of awards, years negotiated, languages served, degree or credential offered, and amount awarded; listing of dissemination/assessment centers; listing of materials development centers; data on Bilingual Education Technical Assistance Grants by state education agencies and amount; data on state assistnce funding by state, grant award for 1977, and eligibility for 1978; listing of Title VII ESEA Coordinators-bilingual education program by state; listing of program officers; a map of funding patterns by state; and a list of project assignments by state. (SW)

ED 172 534 FL 010 277

Meeting of Experts on Diversification of Methods and Techniques for Teaching a Second Language or Foreign Language with Reference to the Aims in View, Levels and Age Groups, Social and Professional Background: Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-13 Feb 76

Note-27p.; Best copy available

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Students, *Age Groups, Educational Innovation, Educational Objectives, Elementary Secondary Education, Immersion Programs, *Individualized Instruction, Instructional Materials, Instructional Media, *Language Instruction, Language Research, *Second Language Learning, *Student Needs, Teacher Education, *Teaching Methods

Identifiers-*UNESCO

A meeting of the United Nations Educational, Scientific, and Cultural Organization confirmed that teachers and research workers have been faced with the problem of diversification of methods and techniques in language teaching and with the necessity of adapting approaches to the specific needs of the many categories of learners. A new approach in teaching that has been observed is a move toward greater individualization of language teaching. The relationship between diversification and the individualization of teaching is unsatisfactory on its existing basis. A review of the language teaching situation in the various countries represented at the meeting and in a number of other countries revealed shortcomings in the following areas: (1) teaching materials, (2) equipment, (3) teacher training, (4) the contribution of language sciences, (5) teaching methodologies, (6) second language teaching at an early age and total immersion experiments, (7) definition of objectives, and (8) information and international cooperation. The diversification of modern language teaching involves consideration of three fundamental problems: how to define the objectives of language teaching, how to determine the language needs of the learners, and how to define the groups of learners. Instructional innovations, the teaching of languages to adults, and research developments are discussed. Proposals for future action to ensure the required diversification of language teaching are offered. (SW)

ED 172 535 FL 010 279

Medina-Nguyen, Suzanne

Overgeneralization in a Group of Spanish-English Bilingual Children.

Pub Date-78

Note-32p.; Paper presented at the Second Language Research Forum (Los Angeles, California, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingualism, Bilingual Students, *Child Language, *Code Switching (Language), Contrastive Linguistics, Discourse Analysis, English (Second Language), *Error Analysis (Language), *Language Development, *Language Patterns, Language Processing, Language Research, Morphology (Languages), Preschool Children, Psycholinguistics, Spanish, Speech Habits, *Verbal Development

Identifiers-Interlanguage

A review of the literature on child language reveals little research on overgeneralization in the speech of the bilingual child. Questions arise regarding (1) the existence of interlingual overgeneralizations, and (2) the possibility that monolingual deviations and bilingual code switching might be forms of overgeneralization. Because a model for identifying overgeneralization in other languages or in bilinguals is lacking, a competence-based model and definition of overgeneralization are supplied in this study. Using this model and definition, 42 overgeneralizations are identified in the language samples of five Spanish-English bilinguals between the ages of two and five. Spanish was chosen for the study because its great variety of root and affix variants allows greater scope for the discussion of preference. No interlanguage overgeneralizations'' were found, possibly indicating that inflections become language specific earlier than entire lexemes. In both Spanish and English, affix markers are preferred over other types of internal markers. Frequency of use of roots and affixes by adults in the child's environment apparently determines the child's preferred roots and affixes. A suggestion is made that the is a distinct type and is a result of a different process. Actually, they are all an attempt at simplification and so are overgeneralizations. (Author/AMH)

ED 172 536 FL 010 287

Bilingual Education Needs for Recently Arriving Russian-Speaking Immigrant Students in New York City Schools.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-11 May 77

Note-199p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.75)

Language-Russian; English

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Bilingual Education, Cultural Background, Elementary Secondary Education, *Hebrew, *Immigrants, Instructional Materials, Jews, *Language Programs, Parent Attitudes, Program Evaluation, *Russian, Student Needs, *Yiddish

Identifiers-*New York (New York)

A needs assessment survey was conducted of the Russian-speaking immigrant population in New York City. Program goals were: (1) to identify the public and priviate schools with concentrations of Soviet immigrant students; (2) to survey the programs established in the identified schools and their levels of instruction; (3) to identify the bilingual (Russian-English, Russian-Hebrew, Yiddish-English) teachers in the schools; and (4) to assess the availability of instructional materials in Russian, Hebrew, or Yiddish. Data and a brief narrative and analysis are presented based on responses obtained from two types of questionnaires: a school questionnaire distributed to all public and private schools in the city, and a parent trilingual questionnaire distributed to Soviet immigrant parents. Based on the findings, a Russian-English and a Russian-Hebrew language arts program is proposed. To deal with children distributed throughout the grades, a nongraded curriculum approach with initial concentrations appropriate to the early and middle elementary levels is suggested. An important role in the selection of these materials is the Jewish ethnic, historical, and cultural experience in the U.S.S.R., Israel, and in the United States in order to strengthen the students' awareness of their cultural identity and heritage. A Russian version of the report is also included. (SW)

ED 172 537 FL 010 289

Palandra, Maria
La Gocciolina (The Little Drop of Water).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-17p.; Color drawings accompanying each page of the text are not included because they would not reproduce on microfiche
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.50)
Language-Italian
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Childrens Literature, *Fantasy, Imagination, *Italian, Language Instruction, Primary Education, *Reading Instruction, *Reading Materials, *Supplementary Reading Materials, Tales
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This primary level reader in Italian intended for use in a bilingual education setting, is about the life cycle of a drop of water. The drop of water is personified and the story tells of its adventures as it travels from the top of the lake to the bottom, its meeting with the inhabitants of the lake, and its trip to the clouds. After deciding not to remain in the sky, it returns to the earth as a raindrop and lands on top of a mushroom. Each page is illustrated with a full color drawing. (AMH)

ED 172 538 FL 010 290

Palandra, Maria And Others
Girotondo dei Numeri (A Ring of Numbers).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-28p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)
Language-Italian
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Childrens Games, *Concept Formation, *Early Reading, *Italian, Language Instruction, Learning Activities, *Number Concepts, *Numbers, Primary Education, *Reading Materials
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This workbook in Italian for learning the numbers from one to ten is intended for use in a bilingual education setting. It is introduced and concluded by a song about playing ring around the rosy'' with numbers. Each page has a pen and ink drawing illustrating the number and a sentence about the picture and the number. (AMH)

ED 172 539 FL 010 292

Yavas, Mehmet

Borrowing and Its Implications for Turkish Phonology. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-Jun 78
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consonants, *Language Patterns, *Language Research, *Linguistic Borrowing, *Phonology, *Turkish, *Vowels

Borrowing and its implications for Turkish phonology is examined, focusing on words with initial and final consonant clusters. A brief summary of the relevant portions of Turkish phonology is presented. A formulation of the rules of lateral conditioning and velar conditioning is shown to successfully account for almost all the relevant borrowing naturalizations into Turkish. These rules are internally motivated. It is contended that it would be preferable to give up Foster's formulation which makes the assumption that backness of the velars and the laterals is determined by the adjacent vowels. The proposed formulation provides a nearly uniform treatment of cluster restrictions, predictability of the suffixed forms, and the reduction in the number of exceptions. The need for a thorough reconsideration of the interaction of vowel harmony and consonant harmony is indicated. (SW)

van Oirsouw, Robert R.
On Syntactic Ambiguity.
Pub Date-78
Note-24p.; Paper presented at the Autumn meeting of the Linguistic Association of Great Britain (September 18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ambiguity, *Deep Structure, Discourse Analysis, Grammar, Language Research, Language Skills, Language Styles, Language Universals, Linguistic Theory, Semantics, Sentences, *Sentence Structure, Speech Communication, *Structural Analysis, *Surface Structure, *Syntax

The source of syntactic ambiguity and facts concerning the resolution of such ambiguity are discussed in this paper. The attitude of generative linguists towards ambiguity is examined, and a working distinction is drawn between vagueness and ambiguity. The consequences of this distinction are then examined for syntactic ambiguity and an ordering hypothesis for syntactic rules is proposed. The main issue is the ordering that must hold between optional and obligatory rules. Three observations about syntactic ambiguity are presented: (1) it often escapes attention; (2) even when pointed out to a hearer, the hearer may find it difficult to resolve; and (3) disambiguation by paraphrase is often possible. It is shown that if a linguistic theory wants to take these three factors into account, it must be concluded that syntactic ambiguity is the result of the application of optional rules. The consequence of this conclusion, given the approach to rule orderino, is that for every n'' ways that a sentence is syntactically ambiquous, there must be at least n-1 unambiguous paraphrases. This consequence is tested on three well-known types of ambiguity. In conclusion, observations are made about possibly controversial points, namely, the definition of synonymy and disjunctive rules. (Author/AMH)

ED 172 541 FL 010 339

Peng, Fred C. C., Ed.

Sign Language and Language Acquisition in Man and Ape. New Dimensions in Comparative Pedolinguistics.

Pub Date-78
Note-236p.
Available from-Westview Press, 5500 Central Avenue, Boulder, Colorado 80303 ($16.50)
Pub Type- Collected Works - General (020) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Animal Behavior, Anthropology, Cognitive Processes, *Communication (Thought Transfer), Comparative Analysis, Cultural Factors, Culture, *Deaf Interpreting, Figurative Language, Language, *Language Development, Language Processing, Language Research, Language Skills, Manual Communication, Nonverbal Communication, *Primatology, Psycholinguistics, *Sign Language
Identifiers-*Pedolinguistics

A collection of research materials on sign language and primatology is presented here. The essays attempt to show that: sign language is a legitimate language that can be learned not only by humans but by nonhuman primates as well, and nonhuman primates have the capability to acquire a human language using a different mode. The following contributions representing the work of anthropologists, psychologists, linguists, and manual language experts are included: (1) Sign Language and Culture,'' by Fred C.C. Peng; (2) Code and Culture,'' by Nancy Frishberg; (3) The American Sign Language Lexicon and Guidelines for the Standardization and Development of Technical Signs,'' by Frank Caccamise, Richard Blasdell, and Charles Bradley; (4) Language Acquisition in Apes and Children,'' by Lyn W. Miles; (5) Sign Language in Chimpanzees: Implications of the Visual Mode and the Comparative Approach,'' by Roger S. Fouts; (6) Language Skills, Cognition, and the Chimpanzee,'' by Duane M. Rumbaugh, E. Sue Savage-Rumbaugh and Timothy Gill; (7) Linguistic Capabilities of a Lowland Gorilla,'' by Francine Patterson; and (8) Linguistic Potentials of Nonhuman Primates,'' by Fred C.C. Peng. (AMH)

ED 172 542 FL 010 340

ELT Documents: 103-Individualisation in Language Learning.
British Council, London (England). English-Teaching Information Ce[illegible]e.
Pub Date-78
Note-130p.
Available from-Printing and Publishing Department, The British Council, 65 Davies Street, London W1Y2AA, England (2 English pounds)
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conversational Language Courses, Educational Assessment, Educational Innovation, *English (Second Language), Heterogeneous Grouping, *Individualized Instruction, *Language Instruction, Language Processing, Learning Laboratories, Learning Modules, *Linguistic Competence, *Second Language Learning, Self Directed Classrooms, *Student Needs

Articles on individualization in English language learning, a bibliography and list of selected additions to the English Teaching Information Centre archives (October 1977 - April 1978), and a list of recent publications are presented. An introduction by Elizabeth Smyth and the following articles are included: Autonomy, Self-Directed Learning and Individualization'' by Leslie Dickinson; Activity Options in Language Courses'' by Marion Geddes; Vocabulary Exercises Within an Individualised Study Programme'' by A.P. Cowie; Towards Individualisation: Organising Learning in an Institutionalised Setting'' by J.C. Higgens; Subject-Orientated Language Learning at Undergraduate Level'' by C.J. Dodson; English for Overseas Students'' by Jon Green; Aspects of Autonomous Learning'' by Carolyn Henner-Stanchina and Philip Riley; and Motivation, Materials, Manpower and Methods: Some Fundamental Problems in ESP'' by Gerry Abbott. (SW)

ED 172 543 FL 010 342

Hatala, Eileen M.

Environmental Effects on White Students in Black Schools.

Pub Date- 78

Note-39p.; Some tables may be difficult to read

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Culture, *Black Dialects, Blacks, *Black Students, *Caucasian Students, *Cultural Factors, Cultural Interrelationships, Dialect Studies, Discourse Analysis, Elementary Secondary Education, Grammar, Language Research, Language Variation, School Segregation, *Social Adjustment, Social Influences, Sociolinguistics, Syntax

Identifiers-*Black English

A detailed study is reported of the linguistic adaptation of a white girl in a predominantly black school in Camden, New Jersey. The girl is a cultural heroine in the area, having earned the admiration of both blacks, and Puerto Ricans by her ability in fighting, dancing, talking, and dealing with the opposite sex. Subjective reaction tests show that most people hear her as black; whites hear some white influence, but black listeners hear nothing but black patterns. A detailed linguistic analysis shows that she has overshot the rules of the Black English Vernacular in five cases, and developed a special grammar of her own, but that this has not disturbed the effectiveness of her social adaptation. It is concluded that, in order to survive, the subject has nearly assumed the identity of the blacks in her environment. (Author/AMH)

ED 172 544 FL 010 343

Minority and Second Language Education, Elementary and Secondary Levels. Time Devoted to Second Language Instruction.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-79
Note-45p.; Not available in paper copy due to small print
Available from-Publications Distributions, Statistics Canada, Ottawa, Ontario, Canada K1A 0T6 ($1.05)
Language-French; English
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingualism, Educational Assessment, *Educational Policy, Elementary Secondary Education, English, Enrollment Rate, Enrollment Trends, French, *Immersion Programs, *Language Enrollment, *Language Instruction, Language of Instruction, Language Programs, Minority Groups, *Official Languages, Public Policy, Second Language Learning
Identifiers-*Canada

This publication provides information on programs of study in Canada under the following headings: (1) the language of the minority group (French in nine of the provinces, English in Quebec) as a subject of study, showing grade enrollments and participation rates; (2) the language of the minority group as a first language (designed for French mother-tongue children outside Quebec and for English mother-tongue children in Quebec) providing enrollments, participation rates, and participation indices; and (3) French immersion programs outside the province of Quebec. In addition to the program descriptions and information, an overview is provided of the three programs as they are offered throughout the country. The background to the provincial programs is discussed and some cautionary notes with respect to the use of the data are provided. (Author/AMH)

ED 172 545 FL 010 344

Lewin-Poole, Sonia And Others
So Who Wants Bilingual Teachers?
Pub Date-Dec 77
Note-9p.
Journal Cit-Australian Review of Applied Linguistics; v1 n1 p2-9 Dec 1977
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Bilingual Teachers, College Role, *Educational Policy, Higher Education, *Language Attitudes, Language of Instruction, Political Influences, State Departments of Education, *Teacher Education, Teacher Role

Difficulties involved in staffing bilingual education programs in Australia are discussed. Bilingual teachers are defined as speakers of English and a community language that is the mother tongue of a sizeable non-English speaking group. Viewpoints are based on an attempt to implement a small-scale teacher training program at La Trobe University. The experience was limited to post-primary teacher trainees destined mostly to work in state schools in Victoria. It is suggested that teacher training institutions do not want to train bilingual teachers. There are few people in Australia who have a command of both English and another language, such that they feel competent to teach in either language. Teacher training institutions are not interested in making a commitment to undertake the teaching of community languages. At La Trobe University, an effort was made to teach people with tertiary qualifications from non-English speaking countries. The Victoria Education Department does not have a policy on bilingual teachers. The existing machinery, together with the present economic and political climate, leaves bilingual teachers with little or no means of being placed in schools. Possible roles of bilingual teachers and problems they would face are outlined, and needs of bilingual student teachers are discussed. (SW)

ED 172 546 FL 010 345

Barnett, Jenny
A Functional Syllabus for Post-Intermediate E.S.L. in Papua New Guinea.
Pub Date-Dec 77
Note-11p.
Journal Cit-Australian Review of Applied Linguistics; v1 n1 p10-9 Dec 1977
Pub Type- Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Objectives, *English (Second Language), *Language Guides, *Language Role, Language Usage, Psycholinguistics, Secondary Education, *Second Language Learning, Sociolinguistics, Student Needs, *Teaching Methods
Identifiers-*Papua New Guinea

A functional syllabus for post-intermediate study of English as a second language (ESL) that was developed for the provincial high schools in Papua New Guinea is described. The framework necessary to analyze student needs and define learning objectives is based on languages uses. A language use'' is a semantic unit identifying the language user's immediate intended purpose in discourse. These communicative purposes are either primarily seeking to control behavior or primarily seeking to inform. Every language use is characterized by particular categories of accompanying referential meaning. These concepts may be (1) essentially subjective, requiring evaluation; (2) objective, involving data; or (3) logical, showing relationships between ideas. Language use as a framework relates communicative meaning and referential meaning and allows also for social and personal meanings. A single language use can be expressed in small or large units of discourse, including a discourse, an event, a development, a move, or an act. Breaking language use into units helps to analyze student needs, provides a framework for learning activities, and suggests meaningful situations of practice. Development of the syllabus and training of teachers are discussed. (SW)

ED 172 547 FL 010 346

Eisikovits, Edina

Comments on Grammatical Structures in Non-Standard Speakers.

Pub Date-Dec 77
Note-7p.
Journal Cit-Australian Review of Applied Linguistics; v[illegible] p33-8 Dec 1977
Pub Type- Reports - Research (143) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discourse Analysis, Grammar, High School Students, Language Research, *Linguistic Competence, *Nonstandard Dialects, *Research Projects, Secondary Education, *Sentence Structure, *Structural Analysis, *Syntax, Verbs
Identifiers-*Australia (Sydney)

This assumption that non-standard speakers are limited in their linguistic ability is examined based on a larger study investigating the speech of working-class adolescents in Sydney, Australia's inner-city areas. Speech samples of four children are presented. An examination of verbal structures reveals that there is a predominance of simple verbs; there are also multi-auxiliary verb structures. The production of these forms indicates that the speaker does have such a structure within the linguistic range. There is also evidence within all four speakers of ability to handle a wide range of possible structures, ranging from simple one or two clause sentences to the most complex of embedded structures, comprising up to ten clauses. The four non-standard speakers exhibit a sure control of a wide range of verbal and structural patterns in their spoken language. This proficiency with language exists alongside of a proliferation of popularly-stigmatized non-standard dialect forms. The children who exibited the greatest number of non-standard forms in their speech also used the most complex structures. Implications for teachers are cited. (SW)

ED 172 548 FL 010 348

Brandle, Maximilian

Language Education for Ageing Students.

Pub Date-Dec 77
Note-8p.
Journal Cit-Australian Review of Applied Linguistics; v1 n1 p62-8 Dec 1977
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, *Age Differences, Audiolingual Skills, *Language Instruction, Language Skills, *Middle Aged, *Second Language Learning, *Senior Citizens, Student Needs, Teaching Methods

The different learning abilities of senior citizens and ways that older students can successfully maximize their learning effort in a class essentially designed for younger learners are discussed. Because of a regressed transformational drill behavior, the pedagogical hypothesis and the teaching strategy must de-emphasize a consistent audiolingual method which stresses repetitive practice of oral patterns and word sequences. In continuing education language classes with a number of aging learners, a compromise audiolingual program must be instituted but not at the expense of the basic objective of speech. The elderly learner is particularly strong on structural features and lexical items, but he cannot as quickly discriminate and imitate pronunciation accuracy. Research on the learning capacity of the elderly is cited. (SW)

ED 172 549 FL 010 353

Newman, Anthony S.

Language Teaching at the Advanced Undergraduate Level.

Pub Date-May 78

Note-7p.

Journal Cit-Australian Review of Applied Linguistics; v1 n2 p66-71 May 1978

Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communicative Competence (Languages), Educational Objectives, *French, Higher Education, *Language Attitudes, *Language Instruction, Language Skills, Linguistic Competence, *Second Language Learning, Student Needs, *Teaching Methods, *Undergraduate Study

Assumptions and conclusions concerning language teaching at the advanced undergraduate level are presented, and suggestions of both general attitudes and practical activities to implement the conclusions are proposed. Although the practical experience and all examples are drawn from the teaching of French, the principles and methods should be adaptable to other languages. The conclusions are as follows: (1) language classes aimed at improving competence and performance should still be a core requirement at the third year level; (2) novel ways need to be devised to remotivate interest in key areas of competence still incompletely assimilated; (3) students need to be offered methods for defining the limits of their competence and for pushing back these limits; (4) methods are needed to develop performance skills through coordinating disparate knowledge, activating passive knowledge, and communication confidence; (5) a course should offer a variety of stimuli and scope for working at level of need, achievement, and interest; (6) a common core might be the analysis of and insistence on a number of these problem areas; and (7) texts need to be devised. (SW)

ED 172 550 FL 010 356

Wilkins, Ernest J. Tamarkin, Toby
There's a Language in Your Career.
Pub Date-77

Note-77p.; Also available are 2 filmstrips with cassettes
Available from-Tamarkin-Wilkins Associates, 10 Brighton Road, West Hartford, Connecticut 06117
Language-English; French; Spanish; German
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, *Career Development, *Career Planning, Filmstrips, French, German, *Instructional Materials, *Language Attitudes, *Language Instruction, Language Skills, Role Playing, Secondary Education, *Second Language Learning, Spanish

A package of supplemental materials for use in junior and senior high schools at all levels of language learning is designed to acquaint students with the concept of a second language as an adjunct career skill. Seven activities, designed to develop the student's career awareness, are to be completed in English, French, German, or Spanish. The activities include analyzing values that relate to job selection, role-simulation of career situations, and minidramas based on cross-cultural situations. A group on-site interview activity designed to show students the availability of careers in their own community that require the use of a second language is included. Two filmstrips that are available to supplement the material present the possible economic advantages of second-language learning and demonstrate the need for cross-cultural understanding. An orientation booklet contains basic information about careers and foreign languages and a detailed teachers' guide suggests strategies for implementing the activities. Some samples of the instructional material are included. (SW)

ED 172 551 FL 010 358

Scholes, Robert J. And Others

The Effects of Sentence Imitation and Picture Verification on the Recall of Subsequent Digits. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-18p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comprehension, *Language Research, *Learning Processes, Learning Theories, Linguistic Theory, *Memory, *Recall (Psychological), Retention, Sentence Structure

The effects of sentence imitation and picture verification on the recall of subsequent digits were studied. Stimuli consisted of 20 sentences, each sentence followed by a string of five digit names, and five structural types of sentences were presented. Subjects were instructed to listen to the sentence and digit string and then either immediately repeat the whole sequence or to indicate comprehension of the sentence by pointing to an appropriate picture and then to repeat the digit string. It was found that across all five sentence types digit recall was superior in the picture verification condition. There is a clear and consistent indication that the act of vocal repetition of a sentence provides a greater degree of interference in the digit recall than a simple verification of comprehension. The absence of sentence-type ordering suggests that the effect of sentence complexity on digit recall must be assigned to the regeneration phase of the imitation task. (SW)

ED 172 552 FL 010 359

Nold, Gunter

Children's Use of a Second Language in the Classroom: A Contrastive Analysis of Discourse. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-21p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Comparative Analysis, Contrastive Linguistics, *Discourse Analysis, Elementary Education, *English (Second Language), *German, Language Development, Language Research, *Linguistic Competence, *Sociolinguistics, Speech Communication, Verbal Communication

Linguistic and pedagogical considerations about children's use of a second language in the classroom are discussed with reference to samples of speech obtained from ten to twelve year old children in Germany. The children had been taught the second language of English. The speech is examined in relation to functional and sociolinguistic criteria of discourse analysis. Speech is analyzed as a series of three transactions: the first two transactions are mixed informing and eliciting transactions, and the third is a directing transaction. Classroom discourse in which the students' speech behavior is tightly controlled by the teacher and free speech in the classroom are both analyzed. A German version of classroom discourse is contrasted with an English one. Language functions are viewed as integrated into a model of communicative competence. Two texts are discussed that are meant to show how children play the roles of adults. Pragmalinguistic and sociolinguistic analyses of the English and German samples of free speech in the classroom give a clue to the behavioral strategies children use in order to participate successfully in second language discourse. Four strategies are discussed, and illustrations from texts are included. (SW)

ED 172 553 FL 010 362

Riley, Roberta D.
Should We Teach Urban Black Students Standard English? Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 1.
Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-33p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Failure, *American English, *Black Dialects, *Black Students, Caucasian Students, Disadvantaged Groups, Failure Factors, *Language Development, Language Research, *Linguistic Theory, Low Achievement Factors, Nonstandard Dialects, Reading Instruction, *Standard Spoken Usage, Textbook Selection, Urban Youth
Identifiers-*Black English

The research and theoretical rationale for differences between (urban) black and white students, particularly in achievement in language development, are discussed along with implications for the classroom. Theories about language acquisition and capacity that have developed to account for the poor school performance of urban black students include the deficit theory, elaborated and restricted language code theory, the genetic inferiority theory, and the difference theory. Linguistic assumptions about the nature of language, the assumption that deprived children are nonverbal, assumptions about the environment of the disadvantaged child, and problems with testing and textbooks are discussed. The following questions are addressed: (1) whether to teach standard English before or after initial reading instruction, (2) whether initial reading instruction for nonstandard speakers is dialect reading of traditional materials, and (3) whether reading materials should be revised so that grammatical forms unfamiliar to the nonstandard speaker are eliminated. The most radical proposal involves the use of black dialect readers. Proponents of dialect readers assert that there is enough difference between standard and nonstandard dialects to require the nonstandard dialect readers. Opposing viewpoints are presented. Drills that have been proposed to differentiate standard and nonstandard forms are presented. (SW)

ED 172 554 FL 010 363

Borodkin, Thelma

Linguistics and Counseling in the Freshman Composition Class. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-16p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American English, College Freshmen, *English (Second Language), Higher Education, *Language Attitudes, Language Instruction, Language Research, *Linguistic Theory, Nonstandard Dialects, *Remedial Courses, Second Language Learning, Self Concept, Self Evaluation, *Standard Spoken Usage, Student Needs

The teaching of edited American English in a freshman composition course to remedial students and to students of English as a second language (ESL) is discussed. Edited American English (EAE) can be defined as the kind of standard written English that typically appears in textbooks, newspapers, and some periodicals. Remedial and ESL students need to learn the kind of English required in the academic environment and to understand why they need to learn it. They also need to feel good about themselves as language learners and as language users. A course designed to meet these needs includes the results of linguistic research and counseling. Information is presented on grammars and where they come from, dialectology, and sociolinguistics. Such exposure begins a process of consciousness-raising about language so that students become aware of what is expected of them linguistically. The importance of linguistic findings in the freshman composition class and the need for validation counseling as a way to help students gain a more positive view of themselves as language learners are discussed. (SW)

ED 172 555 FL 010 373

A European Unit/Credit System for Modern Language Learning by Adults.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-14p.; Articles taken from the review Education and Culture,'' No. 28
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-*Adult Students, *Communicative Competence (Languages), Educational Assessment, *Educational Objectives, Higher Education, *Language Instruction, Language Role, Language Skills, Language Usage, Learning Modules, Models, Multimedia Instruction, Needs Assessment, Secondary Education, *Second Language Learning, Student Evaluation, Student Needs, *Verbal Communication

An editorial and articles are presented on a European unit/credit system for modern language learning by adults. The contents are as follows: A European Unit Credit System'' by J. L. M. Trim; The Analysis of Language Needs: Illusion Pretext Necessity'' by Rene Richterich; Learning a Language Is Learning to Communicate'' by D. A. Wilkins; The Threshold-Level'' by J.A. Van Ek; and Multi-Media Strategies'' by Michel Kuhn. According to the editorial, the Council of Europe is trying to ensure that every European can at least acquire the minimum skills to allow himself to communicate outside his own country.

In the Modern Language Learning project for adults, language needs have been analyzed, and a threshold level has been defined as the minimum skills required to make oneself understood. A method of assessing achievement on a unit/credit basis has also been developed. (SW)

ED 172 556 FL 010 374

Chiang, David

Predictors of Relative Clause Production.

Pub Date- 78
Note-17p.; Paper presented at the Second Language Research Forum (Los Angeles, California); M.A. Thesis, University of Southern California
Pub Type- Reports - Research (143) - Dissertations/Theses (040) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Grammar, *Language Proficiency, *Language Research, *Predictor Variables, *Second Language Learning, *Sentence Structure, Student Characteristics, *Syntax, Verbal Tests
Identifiers-*Relative Clauses

Predictors of relative clause production in adult second language acquisition were examined through a replication and extension of a study by Schachter (1974). The present study is different in that it was based on oral instead of written production and it was designed to examine avoidance with the consideration that avoidance presupposed choice. Two questions were asked of entering foreign students at the University of Southern California during an oral interview examination. One of the questions was meant to elicit a relative clause with a relativized subject, the other with a relativized non-subject. (Non-subject refers to direct object, indirect object, and oblique case NP's). Predictor variables were language background, overall target language proficiency, and the two input question types. A multiple regression analysis was performed. The results indicate that the order of importance of predictor variables in the determination of the frequency of the production of relative clauses is over-all target language proficiency, language background, and input question types. Although an avoidance strategy regarding relative clause production was found, there is a need to determine other contributing factors. (SW)

ED 172 557 FL 010 375

Teubner-Rhodes, Louise A.

The Effects of Three Types of Verbal Cues on the Accuracy and Latency of Aphasic Subjects' Naming Responses.

Pub Date-May 77
Note-88p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aphasia, *Cognitive Processes, Context Clues, *Cues, Error Analysis (Language), Language Handicaps, *Language Processing, *Language Research, Learning Disabilities, Learning Theories, Memory, Reaction Time, Reactive Behavior, *Recall (Psychological), *Response Mode, Retention, Speech Education, Speech Handicapped, Speech Therapists, Verbal Learning, Word Recognition
Identifiers-*Word Retrieval

This study deals with word retrieval problems of aphasic patients. This word-finding difficulty is a common characteristic of aphasics and many methods have been used by aphasia clinicians to attempt to remediate word retrieval skills. Cueing, one of the methods used, presumably facilitates word-finding by supplying additional information to the aphasic patient about the target word he is attempting to produce. This research attempts to measure the three types of cues on naming behavior of aphasics. Semantic, phonemic, and neutral verbal cues are studied to determine their effects on both accuracy and latency of aphasic subjects' naming responses. The results demonstrated clear individual differences in the way that the aphasics responded to the various types of cues. In general, phonemic cues proved to be the most effective in increasing response accuracy and decreasing response latency for these patients. Semantic cues, on the other hand, appeared to hinder communicative effectiveness as they decreased response accuracy and increased response latency when compared to neutral or phonemic cues. A review of the literature discusses several factors that influence performance on a naming task. (NCR)

ED 172 558 FL 010 376

Hoffman, Gerard
Bilingual Education: A Cognitive Approach to Learning. CUNYForum, No. 3.
City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.
Pub Date-77
Note-16p.; Paper presented at the Annual Queens College Conference on Bilingualism and Second Language Learning, (2nd, November 10, 1976)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Child Language, *Cognitive Development, *Communicative Competence (Languages), Elementary Education, *Integrated Curriculum, *Language Development, Learning Theories, Linguistic Theory, *Sociolinguistics

The goals of bilingual education and its relationship to education are examined, and a model for bilingual education is proposed. A definition of bilingual education is emerging that permits the child to choose the mode of communication with which he is most comfortable. Cognitive psychology and its emphasis upon the child's active interactions with his environment is a strong argument for supporting mother-tongue instruction. Bilingual education designed as an integrated curriculum that is child-centered rather than teacher-centered is advocated. This model is designed to maximize cognitive growth and encourage symbolic activities through interpersonal interactions. All children are encouraged to manipulate their environment and explore their developing conceptualizations. The language that the child knows best is the medium for exploring and working through ideas. The learning of English is most effectively accomplished when children have an opportunity to use it in functional contexts with English-speaking peers. Integrating the curriculum will permit students to become familiar with the interrelationship between the parts of the curriculum and will prepare them to use all forms of language so that they can bring ideas and facts together without letting it interfere with the comprehension of concepts. This means that they will develop a communicative competence along with a cognitive competence. (SW)

ED 172 559 FL 010 384

Steele, Bettina
La Artesania Mexicana (Mexican Handicrafts).
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 78
Note-33p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016 ($3.00 for members; $4.00 for non-members)
Language-Spanish; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Activities, Art Materials, Cultural Education, Culture, Elementary Secondary Education, *Folk Culture, *Handicrafts, *Instructional Materials, Language Instruction, *Mexicans, Postsecondary Education, *Spanish

This booklet contains instructions in English and Spanish for making eleven typical Mexican craft articles. The instructions are accompanied by pen-and-ink drawings. The objects are (1) La Rosa'' (The Rose); (2) El Crisantemo'' (The Chrysanthemum); (3) La Amapola'' (The Poppy); (4) Ojos de Dios'' (God's Eyes); (5) Ojitos con dos caras'' (Two-Sided Eyes); (6) El Collar'' (Necklace); (7) El Anillo'' (The Ring); (8) El Sol'' (The Sun); (9) El Huipil''; (10) La Pinata'' and (11) El Tapiz de lana'' (Wool Tapestry). A Spanish-English vocabulary and two suggestions for further reading complete the volume. (AMH)

ED 172 580 FL 010 386

Card, Michelle
El Arte Culinario Mexicano (Mexican Culinary Art).
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 78
Note-25p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016 ($1.50 for members, $2.00 for non-members)
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooking Instruction, Cultural Awareness, *Cultural Background, Cultural Education, Culture, Foods Instruction, *Instructional Materials, *Language Instruction, *Mexicans, Regional Characteristics, Secondary Education, Second Language Learning, *Spanish
Identifiers-*Mexican Recipes

This unit in Mexican cooking can be used in Junior High School home economics classes to introduce students to Mexican culture or as a mini-course in Spanish at almost any level. It is divided into two parts. Part One provides historical background and information on basic foods, the Mexican market, shopping tips, regional cooking and customs. Part Two consists of a typical menu and several recipes in Spanish and English. Each recipe lists the Spanish vocabulary and the English equivalent. (AMH)

ED 172 581 FL 010 387

Rodriguez, Aurea Puigdollers, Carmen

Leyendas Puertorriquenas, Adaptaciones (Puerto Rican Legends, Adaptations).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-32p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.75).

Language-Spanish

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, Cultural Awareness, *Cultural Background, Cultural Education, Elementary Education, Ethnicity, *Folk Culture, Language Instruction, *Legends, *Puerto Rican Culture, *Puerto Ricans, *Reading Instruction, Spanish Speaking

The Puerto Rican legends presented here have been adapted for use in a bilingual education setting. They are presented in the framework of a Puerto Rican child's first visit to the island with his family. The four legends are: (1) Carabali''; (2) Guanina''; (3) El Penon de las Palomas''; and (4) La Garita del Diablo.'' The book is illistrated with pen and ink drawings and has a list of vocabulary words for each legend. (AMH)

ED 172 562 FL 010 388

Cadilla de Ruibal, Carmen Alicia

Vamos a Jugar con Letras (Let's Play with Letters).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-34p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 (1.00)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, *Early Reading, Illustrations, Initial Teaching Alphabet, Instructional Materials, Language Instruction, *Letters (Alphabet), *Orthographic Symbols, Primary Education, *Reading Instruction, Reading Materials, *Spanish, Spelling

This Spanish language workbook is intended to help elementary school children learn the Spanish alphabet. Each page presents a letter of the alphabet, a number of Spanish words beginning with that letter, and pen and ink drawings illustrating some of the words. The drawings are suitable for coloring. (AMH)

ED 172 563 FL 010 389

Cadilla de Ruibal, Carmen Alicia

Pintando Tambien se Aprende. Aspectos de la Cultura Puertorriquena (One Can Also Learn from Coloring. Aspects of Puerto Rican Culture).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-50p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)

Language-Spanish

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, *Cultural Awareness, *Cultural Background, Cultural Education, Elementary Education, *Ethnicity, Illustrations, Language Instruction, Learning Activities, *Puerto Rican Culture, *Puerto Ricans, Reading Instruction, Spanish Americans, Spanish Speaking

This workbook-style text is intended to introduce the Puerto Rican child and Spanish speaking children generally to the history, geography, customs and traditions of Puerto Rico. The introduction in the form of a teacher's guide provides objectives, suggested procedures, and additional activities. The student portion of the text is divided into four sections: (1) Geography and History; (2) Festivals and Traditions; (3) Views of My Land; and; (4) Puerto Ricans in New York. Each page of text contains a short piece in verse or prose and a few comprehension questions with spaces for writing the answers. Opposite each of these pages is a full-page, pen-and-ink illustration suitable for coloring. (AMH)

ED 172 564 FL 010 390

Lenguaje. Libro del alumno (Language. Student's Book).

Midwest Materials Development Center, Milwaukee, Wis.; National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-47p.; For related document, see FL 010 385
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Elementary Education, *Instructional Materials, Language Arts, Language Instruction, *Language Skills, *Reading Comprehension, Reading Instruction, Reading Skills, Social Values, *Spanish, *Spanish Speaking, Values, *Word Study Skills, Writing Exercises, Writing Skills

A Spanish language workbook built around the theme of living together is presented here. It contains two units, Companerismo'' and Cualidades humanizantes,'' and a total of five lessons. Lessons one and two of Unit One, Ayudemonos'' and Mi amigo, mi hermano'' present a passage for reading comprehension, various types of comprehension exercises with spaces provided for the answers, and several verb study exercises based on a series of drawings. The second unit, dealing with the arrival of an immigrant family in the United States, contains three lessons: La Solidaridad,'' Como podemos ayudar a nustros semejantes?'' and Mejorando mi lenguaje.'' These lessons present various comprehension, word study, and language usage exercises based on a series of drawings. (AMH)

Iribarren, Norma C.

Lenguaje. Libro de maestro (Language. Teacher's Guide).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-76

Note-45p.; For related document, see FL 010 390

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, *Educational Objectives, Elementary Education, Instructional Materials, Language Arts, Language Instruction, *Language Skills, Lesson Plans, *Reading Instruction, Social Values, *Spanish, Spanish Speaking, *Teaching Methods, Values, *Word Study Skills

This teacher's manual is a guide for the lessons in the student's workbook, Lenguaje.'' General objectives are given for each unit as well as specific objectives for each lesson. The detailed lesson plans are presented under four headings: (1) Motivacion,'' (2) Actividades de aprendizaje,'' (3) Comprobacion,'' and (4) Medios auciliares.'' (AMH)

ED 172 566 FL 010 396

Winokur, Marshall
How to Have a Successful Fulbright.
Pub Date-79
Note-43p.; Paper presented at the American Association of Teachers of German Section at the Annual Michigan Foreign Language Conference (14th, East Lansing, Michigan, October 1977)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Education, *Cultural Enrichment, Cultural Exchange, Exchange Programs, Foreign Culture, German, Higher Education, *Intercultural Programs, *International Educational Exchange, International Programs, *Language Instruction, Multicultural Education, Secondary Education, Second Language Learning, *Teacher Exchange Programs
Identifiers-*Fulbright Exchange Program, *Germany

The Fulbright-Hays Teaching Exchange with Germany is a one-for-one exchange for approximately twenty pairs of American and German teachers. American elementary and secondary school teachers as well as college instructors and assistant professors replace their German counterparts for an academic year at either a Hauptschule'' (a non-college track school with grades one through nine), a Realschule'' (a step up from the Hauptschule with grades one through ten), or a Gymnasium'' (a college preparatory school). This exchange provides the Fulbrighter with the opportunity to: (1) promote international understanding; (2) present American views on problems in the Unites States; (3) improve one's knowledge of the German language and school system; (4) increase one's awareness of German life and customs; (5) make German friends; and (6) explore many countries in Europe. This article focuses on three aspects of the Fulbright Teachers Exchange: (1) the teaching assignment in a Gymnasium''; (2) avenues of promoting international understanding such as, the use of educational and entertainment films, exchanges with an American school, German-American social gatherings and basketball games; and (3) the benefits of living in Germany for a year, particularly the comfortable living quarters, close friendships formed, and the opportunities for travel. (Author/AMH)

ED 172 567 FL 010 401

Henisz-Thompson, Bozena
A Review of the State of Machine Translation.
Pub Date- 79
Note-26p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Oriented Programs, *Languages, *Linguistics, *Machine Translation, Programing, Syntax, Translation, *User Satisfaction (Information)

A review of the state of machine translation considers the historical development of the process, how it works, and results of users' evaluations. Machine translation is the process of translating one language into another through the use of the computer, following the linguistic and computational instructions supplied to it by human researchers in linguistics and programming. The texts to be translated have to be presented to the computer in machine-readable form. Only machine translation that does not involve human editing is considered. The machine translation process that is discussed is unidirectional between a pair of languages: the translation is possible only from Russian to English, for example, and not vice versa, in one system. One of the difficulties that machine translation is faced with is the ability of adjustment to context, but an advantage of machine translation is the speed. An evaluation was conducted by users of the Georgetown system in which translations were unedited translations of Russian texts into English. A second study reviewed evaluations by users of translations made with the FR-II system, involving translations of texts in mathematics, from French into Russian. Organizations that produce machine translations and details of their services and centers conducting research in machine translation are discussed. (SW)

ED 172 568   FL 010 410

Vaclavik, Jaroslav
Scientific and Technical English.
Pub Date-78
Note-523p.; Reproduced from best copy available
Available from-Verlag der Fachvereine, an den Schweizerischen Hochschulen und Techniken, Leonhardstrasse 19, 8001 Zurich, Switzerland
Language-English; German
Pub Type- Books (010) - Guides - Classroom - Learner (051)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Agriculture, Architecture, Chemistry, *Communicative Competence (Languages), Data Processing, Engineering, *English (Second Language), *English for Special Purposes, Language Instruction, *Languages for Special Purposes, *Language Skills, Mathematics, Physics, Postsecondary Education, *Reading Skills, Sciences, Second Language Learning, Technology, Vocabulary
Identifiers-*Technical Language

Technical English differs from everyday English because of the specialized contexts in which it is used and because of the specialized interests of scientists and engineers. This text provides exercises in technical and scientific exposition in the following fields: mathematics, physics, temperature effects, mechanics, dynamics, conservation of energy, gases and liquids, heat, sound, optics, light energy, magnetism and electricity, chemistry, plastics engineering, atomic energy, radioactivity, nuclear reactors, strength of materials, machine elements, civil engineering, construction engineering, concrete structures, architecture, power and mechanical engineering, electrical engineering, electronics, electronic data processing, and agriculture and forestry. Each lesson contains the following sections: (1) a discussion of the topic and an explanation of technical terms in context; (2) reading comprehension questions and problems; (3) an English-German glossary of important terms; (4) a grammar section containing examples in English and German, and explanations in German; (5) word study and symbols; and (6) writing exercises including translation exercises. Appendices deal with vocabulary, symbols, abbreviations, differences between American and British English, and pronunciation. (AMH)

ED 172 569 FL 010 413

Crandall, JoAnn

Practical and Theoretical Concerns in Adult Vocational ESL: The Characteristics of Successful Vocational ESL Programs.

Pub Date-Feb 79

Note-20p.; Paper presented at the National Conference on Bilingual and English as a Second Language Approaches to Academic and Vocational Programs for Adults (Brownsville, Texas, February 22, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Students, Behavioral Objectives, Career Development, *English (Second Language), *Job Skills, Language Role, *Language Skills, *Second Language Learning, Student Centered Curriculum, Student Needs, *Vocational Education

Characteristics of successful adult vocational English as a second language (ESL) programs are described, and psycholinguistic, sociolinguistic, and pedagogical insights are presented. Characteristics of a successful program are as follows: (1) they are learner-centered; (2) there is recognition that English can and should be learned for specific functions and domains; (3) behavioral objectives are specified that are job related and appropriate materials are used; (4) the vocational ESL program is embedded in a good vocational program; (5) the program is functional in nature; (6) there is recognition of the value of vocabulary in the job context; (7) the program builds on skills the adult already has; and (8) there is recognition of cross-cultural differences, especially those relating to education and language learning. Future research needs include: data-gathering of the actual language used in occupational situations, determination of what really matters among the various language skills, evaluation of existing materials and programs in vocational ESL and adult ESL in general, and more assessment of learner needs. (SW)

ED 172 570 FL 010 414

Hutchinson, Tom

The Practical Demonstration. An Analysis of the Effect on Discourse Structure of a Visual Display. Practical Papers in English Language Education, Vol. 1.

Lancaster Univ. (England). Inst. for English Lanugage Education.

Pub Date-78

Note-45p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, *Discourse Analysis, *English (Second Language), *English for Special Purposes, Higher Education, Instructional Aids, Instructional Materials, *Language Instruction, Second Language Learning, *Teaching Methods, Technical Education, *Visual Aids

This paper investigates the discourse structure of the practical demonstration, particularly the effect produced by the presence of a visual display. The Practical Demonstration (PD), as used in technical education, differs from the lecture in having a visual display; the speaker carries out an operation as he explains it. This affects the structure of the discourse in the following respects: (1) there is a feedback mechanism whereby students can ask and be asked questions; (2) the visual display gives coherence to the verbal text at all levels of discourse; (3) paralanguage (indicating, gaze direction etc.) links the verbal text and the visual display and is therefore a major cohesive device; and (4) the visual display provides an ongoing source of reference for the text. The pedagogical implications of this are that students of Technical English must be sensitized to the way the speaker uses the visual display if they are to cope adequately with technical instruction in English speaking institutions. Samples of illustrative materials are included. (Author/AMH)

ED 172 571 FL 010 415

Schinnerer, Julia And Others

A Student-Centered Approach to Learning English. Practical Papers in English Language Education, Vol. 1.

Lancaster Univ. (England). Inst. for English Lanugage Education.
Pub Date-78
Note-77p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Students, *Course Objectives, *English (Second Language), Higher Education, *Language Instruction, Lesson Plans, *Second Language Learning, Student Centered Curriculum, Summer Programs, *Teaching Methods

The application of an approach to language and language learning to the design of an eight-week summer course in English for Saudi Arabian students is described. Given at the Institute of English Language Education in Lancaster, England, the course consisted of three introductory mini-units, each providing one day's material, and six main units, each of which occupied a week. The view of language and language learning on which the course was based is discussed as well as cognitive and affective processes that influence learning. The overall course plan is outlined and the major components of a teaching unit are described. Sample materials, exercises, and teaching notes are included. (Author/AMH)

ED 172 572 FL 010 416

Buckley, Peter And Others

Sensitising the Learner to Group Work: A Method. Practical Papers in English Language Education, Vol. 1.

Lancaster Univ. (England). Inst. for English Lanugage Education.
Pub Date-78
Note-31p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, *Communication Skills, Communicative Competence (Languages), Conversational Language Courses, English (Second Language), Group Activities, Group Behavior, Group Discussion, *Group Dynamics, Higher Education, *Interpersonal Competence, Language Fluency, *Language Instruction, Language Skills, Learning Activities, *Second Language Learning, Sensitivity Training, Skill Development, *Speech Communication, Teaching Methods

This paper describes the method adopted in a short course to improve group interaction in the foreign language classroom by giving students the opportunity to engage in group interaction and in this way sensitizing them to group dynamics. It provides the outline and rationale of the course, a detailed description of one unit, and evaluation comments. Each unit, lasting about two hours, has the following components: (1) problem-solving activity; (2) feedback on group interaction provided by an observer; (3) a language input session intended to remedy some of the communication problems; and (4) a section called mass production'' in which students put to use what they discussed in the feedback. Interactional analysis, teacher observation, and a discussion of the course by students were used to evaluate the course. (AMH)

ED 172 573　　　　　　　　　　　　　　　FL 010 417

Hymes, Dell

Language in Education: Forwards to Fundamentals. Keynote Addresses from the Horace Mann Lecture Series and the Paul Masoner International Lecture Series, 1972-1978.

Pittsburgh Univ., Pa. School of Education.

Pub Date-12 Jun 78

Note-17p.; Small print may be marginally legible

Pub Type- Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians, Bilingual Education, Blacks, *Communicative Competence (Languages), *Conference Reports, *Ethnic Groups, Higher Education, Language Attitudes, Language Role, *Language Usage, Linguistic Competence, *Linguistic Theory, *Minority Groups, Needs Assessment, *Second Language Learning, Social Structure, Spanish Speaking, Student Needs

The need for change in the way language is understood and treated in schools is discussed. It is important: (1) to see the need for knowledge of the language situations of the United States, (2) to support training and research to obtain such knowledge, and (3) to change the relationship between linguistics and education. The language situation of Black Americans, Native Americans, and Spanish-speaking Americans, uses of language and ethnic heritage, and the issue of bilingual education for communities of Chinese, Japanese, Filipino, and others are addressed. Initially in the field of linguistics, language structure was divorced from language use, but now language use is included by most along with language structure. A linguistics that is truly the science of language and a foundation for education will need to be part of the study of communicative interaction. Linguistic competence needs to be viewed as part of communicative competence, and the character of competence needs to be understood in relation to the social history and social structure that shape it in a given case. The concepts of inherent heterogeneity and hidden hegemony in relation to language problems are discussed. Equality of opportunity and the development of the fullest linguistic potential of the child are also addressed. (SW)

ED 172 574 FL 010 418

Johnson, William H. E.

The Development of Soviet Society: Perspectives from Educational Experience. Keynote Addresses from the Horace Mann Lecture Series and the Paul Masoner International Lecture Series, 1972-1978.

Pittsburgh Univ., Pa. School of Education.
Pub Date-2 Jun 76
Note-10p.; Small print may be marginally legible
Pub Type- Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communism, Educational History, Governmental Structure, *Government Role, *Nationalism, *Political Influences, Public Policy, Social History, *Socialism, Social Problems, Social Studies
Identifiers-Autocracy, *Russia, *USSR

Historical, philosophical, and social perspectives concerning the development of Soviet society are presented. The concepts of orthodoxy, autocracy, and nationalism that were integral to Russian life for nearly one thousand years of history are discussed, and principles of socialism and communism that were inaugurated in November 1917 in accordance with Marxism-Leninism are described. Analysis of certain major areas of Soviet policy indicates that Russian tradition and contemporary social pressures have forced or persuaded the Politburo to depart from the guidelines of classical Marxism in several instances: (1) long-time retention of severe restraints on civil liberties; (2) reduction of trade-union authority; (3) creation of elite castes in government, management, diplomacy, the military, and even the arts; (4) failure to make a higher standard of living a real goal in any of the several Five-Year Plans so far adopted in the Soviet Union; (5) increased contradiction between mental and manual labor, and between urban and rural life; (6) dissolution of the Communist International and the failure to preserve a united front of the socialist nations; and (7) toleration of religious practices and the restoration of the Church to active participation in social affairs. Persistent problems which 60 years of Soviet socialism have failed to ameliorate are discussed. (SW)

ED 172 575 FL 010 419

Hsueh, Shou-Sheng

International Education: Problems and Prospects. Keynote Addresses from the Horace Mann Lecture Series and the Paul Masoner International Lecture Series, 1972-1978.

Pittsburgh Univ., Pa. School of Education.

Pub Date-6 Jun 78

Note-7p.; Small print may be marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Exchange, *Developing Nations, *Educational Change, Educational Trends, *Global Approach, Higher Education, *International Education, *International Educational Exchange, International Relations

Identifiers-Asia (Southeast)

The topic of international education and higher education is discussed from an Asian viewpoint. Expectations of higher education, international education in a changing world, and international cooperation in higher education are considered. The expansion of universities in industrialized and in developing countries is noted, and information is presented on the growth of universities in Southeast Asia. Although problems have been encountered in most countries, international education has become an important component of Southeast Asian universities. The creation of the United Nations organization at the end of the Second World War brought in a new era in international education. Among the reasons contributing to the broadening of the scope of international education over recent years are the facts that: (1) internationalism has become a way of life; (2) countries in the modern world have become more interdependent than ever before; (3) the globe has become smaller with the advance of science and technology; and (4) communication technology has made advances. Along with numerous intergovernmental and private organizations, higher education has taken the lead in establishing the various channels of cooperation among scholars in different parts of the world. The promotion of world peace and progress depends, among other factors, on international education. (SW)

ED 172 576 FL 010 422

Moustafa, Margaret

Bridging the Gap Between the ESL Curriculum and the Reading Curriculum in the Elementary School.

Pub Date-78
Note-10p.; Revised version of paper presented at the Conference of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, California, March 1978) and in CATESOL Occasional Papers, No. 4
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, Directed Reading Activity, Elementary Education, *English (Second Language), Individualized Reading, *Language Instruction, Language Skills, *Learning Activities, *Material Development, *Reading Development, *Reading Instruction, Reading Materials, Reading Skills, Second Language Learning, Syntax, Teacher Developed Materials, Teaching Methods, Vocabulary

The basic classroom reading program and the English as a Second Language Program (ESL) in the elementary school are related, yet a gap exists between them. It is suggested that the gap can be bridged in several ways: by bilingual education, through an individualized language experience approach, and by a process called Bridge English.'' Bridge English would require the ESL profession to collaborate with the classroom teacher and the regular basic reading program through reordering what is taught in ESL classes to meet the specific needs of a specific reader. The language of the target text in basic reading is analyzed and oral language lessons based on this text are developed in order to make this language meaningful to the child. Several examples are given of the lexical and syntactic analysis of a basic reader and corresponding ESL activities are suggested. Two accounts of personal experiences using the approach are given. (AMH)

ED 172 577 FL 010 431

Interim Evaluation Report, 1977-78. ESEA Title VII Bilingual Project. Project Number S0163SA.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-16 Dec 77

Note-213p.; Not available in paper copy due to print quality

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Curriculum Development, Demonstration Programs, Elementary Education, *English (Second Language), English Instruction, *Inservice Teacher Education, Language Arts, Language Teachers, Language Tests, Mathematics Instruction, Parent Participation, *Parent School Relationship, Program Evaluation, Reading Instruction, Second Language Learning, *Spanish, Student Evaluation

Identifiers-*Elementary Secondary Education Act Title VII

A report is presented of the 1977-78 demonstration bilingual program of the Austin Independent School District. A program description, status reports, and information on the evaluation of the program are provided. The instructional component of the program is designed to provide bilingual instruction in language arts, reading, and math. The curriculum development program component is designed to develop sequential guides for Spanish and English oral language and reading instruction. The staff development component includes one week of preschool teacher training and on-site individualized training throughout the school year. The parental involvement component focuses on informing and involving parents of project students. A major activity of all components is the preparation and implementation of an activity-oriented/experience-based curriculum. Evaluation concerns three areas: (1) evaluation of and feedback concerning on-going project activities; (2) measurement of reading, math, and oral language development of students; and (3) evaluation of the relative benefits of using at-home study units by parents. Evaluation findings, assessment instruments, and questionnaires are included. (SW)

ED 172 578 FL 010 432

Haggard, Martha Rapp
Vocabulary Acquisition During Elementary and Post-Elementary Years: An Introspective Report.
Pub Date-79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescence, *Child Language, *Cognitive Development, Cognitive Processes, *Language Development, *Language Research, Linguistic Theory, Psycholinguistics, Social Influences, Sociolinguistics, *Vocabulary Development
Identifiers-Piagetian Theory

A preliminary study was conducted to identify the precipitating conditions and strategies used for vocabulary acquisition and to relate these findings to one theory of elementary and post-elementary cognitive development. Twenty-six college seniors were asked three questions regarding precipitating conditions and strategies used for vocabulary acquisition during the elementary and post-elementary years. Four categories of precipitating conditions were identified: (1) appealing sound and/or adultness,'' (2) immediate usefulness, (3) strong emotion, and (4) peer usage. Appealing sound'' was most frequent during elementary years and peer usage'' was most frequent during post-elementary years. A two-part acquisition strategy was found that included search for meaning and rehearsal. It is concluded that the influence of affect on vocabulary acquisition during elementary and post-elementary years may be far more pervasive and varied than had previously been suspected. Strategies used for vocabulary acquisition are strikingly similar and noticeable for the degree of conscious, deliberate involvement on the part of the learner. Piagetian and neo-Piagetian theories of cognitive development are important in interpreting vocabulary acquisition. (SW)

ED 172 579 FL 010 434

Ferere, Gerard Alphonse
Haitian Creole: Sound-System, Form-Classes, Texts.

Pub Date-79
Note-293p.
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Diglossia, *Form Classes (Languages), Grammar, *Haitian Creole, Illiteracy, Language Research, Linguistic Theory, *Morphology (Languages), *Phonetic Transcription, *Phonology, *Sociolinguistics, Structural Linguistics, Synchronic Linguistics, Written Language

A synchronic structural description is presented of Haitian Creole as spoken in the Port-au-Prince-Jacmel area, concentrating mainly on phonology and morphology. Historical information and commentary are presented on diglossia and illiteracy, two intertwining sociolinguistic problems of Haiti. A detailed analysis is presented of the Creole sound system, including exemplification and discussion of the phonemics and phonetics of the Port-au-Prince dialect. Front rounded vowels, affricates and nasals, and the systematization of descriptive features are discussed. A structural and functional analysis of the Creole form-classes is presented, and the determiner, the adverb, the verb, and the copula are given definitions and treatment in the analysis. Sixty pages of Creole texts in phonemic transcription are presented and annotated with sociolinguistic comments. (SW)

ED 172 580 FL 010 459

Johns, T. F. And Others

Team-Teaching of Subject-Specific English to Overseas Postgraduate Students.

Pub Date- 78

Note-21p.; A portion of this document was included in the University of Birmingham Teaching News,'' No. 5, 1978; Best copy available

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Language Programs, Communicative Competence (Languages), Composition Skills (Literary), Comprehension, *English (Second Language), *English for Special Purposes, Foreign Students, Graduate Study, Higher Education, Language Proficiency, *Language Skills, *Professional Education, Second Language Learning, Student Needs, Study Skills, *Team Teaching

Identifiers-*English for Academic Purposes, University of Aston (England), University of Birmingham (England)

A description of team-teaching at the English for Overseas Students Unit (EOSU) of the University of Birmingham, by T. F. Johns and Tony Dudley-Evans, is followed by The Current Programme of Materials Development in English for Academic Purposes (EAP) at the Universities of Birmingham and Aston'' by T. F. and C. M. Johns. The team-teaching program for foreign postgraduate students in plant biology, development administration, and transportation involves joint classroom presentations by an EOSU teacher and a subject specialist. The first term emphasizes global understanding, understanding of detail, and vocabulary. The second term introduces students to answering essay questions in their subect area. Courses described herein that are offered to foreign post graduate students of widely differing backgrounds by the EAP program include an intensive presessional course, pronunciation, remedial grammar, spelling and word formation, note-taking and note reconstitution, structured dialogues, academic writing, listening comprehension, seminar strategies, overseas development administration texts, technical English, and language in the classroom. (JB)

Crowell, Michael
Role and Variety in Popular American Fiction: The Case of the Dime Novel.
Pub Date-78
Note-13p.; Paper presented at the joint meeting of the American Dialect Society and the Conference on New Ways of Analyzing Variation in English (7th, Washington, D.C., November 3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Culture, American English, *American Literature, Analytical Criticism, Cultural Factors, Dialect Studies, Language Attitudes, Language Research, *Language Role, *Language Usage, *Language Variation, Literary Criticism, Nineteenth Century Literature, Nonstandard Dialects, *Novels, *Social Dialects, Socioeconomic Influences, Sociolinguistics, Standard Spoken Usage

Dialect writing in nineteenth-century America has been used as a source of evidence about popular American language and culture. Works employing dialect have been studied as documents embodying perceptions of the relation between character, role, and moral values on the one hand, and speech variety on the other. Critics have noticed the difference between the pompous narration in many of the works and the colorful dialect of the characters in them. One study of the dime novel centered on the development of the American hero and demonstrated the improtance of dialect as an indicator of social standing and moral worth in the popular world view found in dime novels. By shifting attention to the varieties of language used in dime novels one can gain insight into attitudes toward language in its social setting. The conspicuous use of exaggerated varieties of English apparently indicates the importance attached to variation by both authors and the reading public. This paper analyzes the relation between the varieties of the dialect used in one dime novel and judgments about the origin, roles, and moral worth of its characters. The popularity of these books suggests that such an analysis can add an historical perspective to the understanding of current attitudes toward languages. (Author/AMH)

ED 172 582 FL 010 463

Kaplan, Robert B.

Contrastive Rhetorics: Further Speculations.

Pub Date-78

Note-16p.; Paper presented at the Conference of the American Association of Applied Linguistics held in conjunction with the annual meeting of the Linguistic Society of America (Boston, Massachusetts, December 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, Connected Discourse, *Discourse Analysis, English (Second Language), Language Patterns, *Language Proficiency, Language Research, Language Skills, *Language Styles, Language Usage, Linguistic Theory, *Paragraph Composition, Paragraphs, *Rhetoric, Semantics, Sentences, Speech Communication, Speech Skills, Syntax

In a written discourse consisting of a string of ``psychological paragraphs,'' there is in each such psychological paragraph a ``head'' structure containing the topic which derives from the deep structure of the discourse. That ``head'' assertion differs from all other assertions in the psychological paragraph in that it carries new information. The topic expressed in the head assertion is maintained through the remainder of that psychological paragraph by the operation of ``focus'' which is achieved through appropriate choice among available syntactic alternatives. An attempt to provide empirical verification of these assumptions is described. It seems that native and non-native speakers differ in their ability to determine what presuppositions may in fact be shared between writer and reader in a given communication setting (a cultural problem). Secondly, native and non-native speakers differ in the strategies they can bring to bear on the maintenance of any given topic because they have available different sets of syntactic alternatives among which to choose. The non-native speaker uses available syntactic alternatives from his native language and arranges those alternatives in terms of the rhetorical preferences of it. Therefore it would appear that knowledge of the syntax of the second language is not in itself sufficient. There is a need for more elaborated studies of the intersentential syntax underlying focus in various languages. (Author/AMH)

ED 172 583 FL 010 491

Ha'at'iish At'e? Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Note-27p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752 ($1.00)
Language-Navajo
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Early Childhood Education, Elementary School Mathematics, *Instructional Materials, Language Instruction, *Mathematical Concepts, *Mathematics Instruction, *Mathematics Materials, *Navajo, Second Language Learning, Uncommonly Taught Languages

This math workbook in the Navajo language contains vocabulary designed to introduce a few pre-mathematical concepts to the child before she is presented with mathematical concepts in a classroom situation. The terms least,'' most,'' many,'' and few'' are introduced. Initially, each concept is introduced individually. Later on, different concepts are presented on the same page so that the child can identify differences between concepts. (Author/NCR)

ED 172 584 FL 010 492

Dine Bikeyah (Land Acquisition Book).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Note-25p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin Texas 78752 ($1.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, History Instruction, *Human Geography, *Instructional Materials, *Land Acquisition, *Land Settlement, Land Use, *Navajo, Reading Materials, Second Language Learning, Uncommonly Taught Languages

This land acquisition guide written in the Navajo language presents historical data concerning the formation of the Navajo Nation and subsequent land addition. It can be used in the classroom for grades seven through twelve. (NCR)

ED 172 585 FL 010 493

Ma'ii Washindoongoo Deeya Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 76

Note-15p.; Pictures may not reproduce well in paper copy

Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752 ($1.50)

Language-Navajo

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Childrens Literature, *Instructional Materials, Language Instruction, *Navajo, Primary Education, *Reading Materials, Second Language Learning, Uncommonly Taught Languages

This children's reader in the Navajo language describes the experiences of a personified coyote as he leaves home to go on a business trip to Washington, D.C. It is designed for children in kindergarten through third grade in a bilingual education setting. (NCR)

ED 172 586 FL 010 494

Olta'.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 76

Note-11p.; Pictures may not reproduce well in paper copy

Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752 ($1.50)

Language-Navajo

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Childrens Literature, *Instructional Materials, Language Instruction, *Navajo, Primary Education, *Reading Materials, Second Language Learning, Uncommonly Taught Languages

This children's reader in the Navajo language describes the experience of a personified coyote as he attempts to teach a class of very active boys and girls. It is designed for children in kindergarten through third grade in a bilingual education setting. (NCR)

ED 172 587 FL 0[illegible]0 495

Tse'ado'ii Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Note-14p.; Pictures may not reproduce well in paper copy
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752 ($1.50)
Language-Navajo
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Literature, *Health Books, *Health Education, *Instructional Materials, Language Instruction, Primary Education, *Reading Materials, Second Language Learning, Uncommonly Taught Languages

This children's reader in the Navajo language presents health concepts, such as the transmission of germs, through the use of illustrations and text describing the daily activities of a fly. The book is designed for children in kindergarten through third grade in a bilingual education setting. (Auth/NCR)

ED 172 588 FL 010 511

Adams, Marianne Lehr, Ed.
Testing Kit. School of Language Studies.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date- 78
Note-94p.; A revised and expanded edition, including 8 cassette tapes, will be available in November, 1979
Language-English; French; Spanish
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Communicative Competence (Languages), French, Interviews, Language Fluency, *Language Proficiency, *Language Tests, Linguistic Competence, Linguistic Performance, Postsecondary Education, Rating Scales, *Reading Ability, *Second Language Learning, Spanish, Speech Communication, *Speech Skills, Testing

A manual for use in training French and Spanish language examiners at the Foreign Service Institute is presented here. After a discussion of the history of the language proficiency test and of the testing procedure and evaluation techniques, the following topics are covered: (1) language proficiency ratings based on the absolute criterion of the command of an educated native speaker of the language; (2) self appraisal of speaking proficiency; (3) the nature of the test; (4) the assignment of "plus" ratings; (5) the language proficiency check list and instructions for its use; (6) instructions for using the numerical rating procedure; (7) a weighting table for use with the proficiency check list to determine ratings; (8) suggested topics for an oral test; (9) questions for examiners; (10) suggestions and questions for testing candidates who appear to be above the elementary level; (11) an explanatory section in French for French examiners and one in Spanish for Spanish examiners; (12) grammatical criteria in French and in Spanish that indicate to some degree the control of the language; (13) a general description of the accompanying tapes; (14) examples of examiners' comments and ratings for all levels of both French and Spanish tests; and (15) suggestions for selection of reading materials. (AMH)

ED 172 589 FL 010 607

Druist, Joanne

Grammatical Patterns in the Spoken Spanish of Bilingual Teenagers. CUNYForum, No. 3.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Pub Date-77

Note-10p.; Paper presented at the annual Queens College Conference on Bilingualism and Second Language Teaching and Learning (2nd, November 1976)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Students, Communicative Competence (Languages), *Error Analysis (Language), Grammar, Informal Assessment, Interviews, Language Patterns, *Language Proficiency, Language Research, Language Usage, Listening Comprehension, Peer Evaluation, *Puerto Ricans, Self Evaluation, *Spanish, Spanish Speaking, *Speech Skills, Teenagers, Verbal Ability

Identifiers-*Grammatical Acceptability Judgments

Twelve teenagers of Puerto Rican origin were interviewed to determine their proficiency in speaking and understanding Spanish. Three levels of oral Spanish proficiency were established as reference points on a continuum by using self-ratings, peer-ratings, and self-reports of usage. These impressions were verified by the number and type of errors made by each group, the number and type of verb forms correctly used, and the use of English. The study exposed the following general characteristics of the teenagers' Spanish: (1) comprehension exceeded expressive ability; (2) the verb system showed a great deal of variation, but there were no attempts to simplify it in a pidginization process; (3) the present perfect tense was not used; (4) the use of the subjunctive varied with the fluency of the speaker; and (5) the interviewer was not addressed with the third person singular. Fifteen adult Spanish speakers judged the acceptability of sentences transcribed from the interview. Unacceptable practices included English syntax and vocabulary, verbs incorrect for person or number, indicative used for subjunctive, and present or subjunctive used for conditional. (Author/JB)

ED 172 590 HE 009 931

Institutions and Campuses with Faculty Collective Bargaining Agents. Special Report No. 12 Update.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date-Apr 78

Note-26p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Colleges, Community Colleges, *Faculty Organizations, Higher Education, Junior Colleges, *Negotiation Agreements, *Organizations (Groups), *Unions, Universities

Identifiers-American Association of University Professors, American Federation of Government Employees, American Federation of Teachers, American Fed of State County Municipal Employees, National Education Association

Institutions and campuses with faculty collective bargaining agents are listed. Two-year and four-year institutions are listed under the following groups: the American Association of University Professors (AAUP); the National Education Association (NEA); a coalition of AAUP and NEA affiliates; American Federation of Teachers; independent agents; American Federation of State, County and Municipal Employees; and American Federation of Government Employees. Statistical tables provide data on: college faculties with bargaining agents by campus count and by institution count; faculties with or renegotiating contracts by campus count and by institution count; and types and number of agents by state within region for four-year and two-year institutions. In 1977 the number of newly unionized institutions was matched by the number of institutions rejecting collective bargaining. (SW)

ED 172 591 HE 010 796

Finkin, Matthew W.

Federal Reliance on Educational Accreditation. The Scope of Administrative Discretion. An Occasional Paper.

Council on Postsecondary Accreditation, Washington, D.C.
Pub Date-78
Note-25p.
Available from-The Council on Postsecondary Accreditation, One Dupont Circle, Washington, D.C. 20036 ($2.50)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, *Accreditation (Institutions), *Agency Role, Consumer Protection, Court Cases, Educational Quality, Federal Government, *Federal Regulation, *Government Role, *Postsecondary Education, Private Agencies, Program Evaluation, Student Loan Programs, Welfare
Identifiers-*Accrediting Agencies, Korean War GI Bill, *Office of Education

The legal question of the scope of administrative authority Congress has actually conferred upon the Commissioner of Education in the listing of accrediting agencies of institutions of higher education is addressed. To ensure that its tax monies would not be paying for substandard education, but to avoid controlling education, the government, through the 1952 Korean War GI Bill, began its reliance on private accrediting agencies. State approval agencies were authorized to approve courses offered by an institution that had been accredited by a nationally recognized accrediting agency, and the Commissioner of Education was authorized to list such accrediting agencies. However, during the past decade, private accreditation has been criticized and, in response, the Office of Education has expanded its role until it has begun to proximate that of a regulatory agency. Abuses of the guaranteed student loan program, advertising, business practices, refunds, and other wrongdoing have been targets of regulations. Much of the criticism and Office of Education response assumes that Congress has given administrators broad authority to fashion standards governing the selection of those accrediting agencies it will list, as long as the standards serve public interest as currently perceived. It is demonstrated in this report that the scope of administrative discretion is narrower than many critics and government officials have assumed, and that many of the proposals for change have been directed to the wrong branch of the government. (JMD)

ED 172 592 HE 011 025

The Economic Importance of Higher Education in Vermont.
Vermont State Commission on Higher Education.
Pub Date-79

Note-77p.
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Role, Colleges, *Economic Development, Educational Economics, Employment Opportunities, Expenditures, *Financial Support, *Higher Education, Institutional Characteristics, *School Community Relationship, Social Influences, Universities
Identifiers-*Economic Impact, In State Students, Out Of State Students, Spending Patterns, *Vermont

The economic and social impact of the 22 colleges and universities in Vermont is summarized. Each institution used an economic impact estimating model developed by the Higher Education Planning Commission that measures short-term cash flows and expenditures, and additional surveys prepared by the project steering committee. Questionnaires from each school provide summary data on: employees by general occupation; assets and recent construction expenditures; institutional revenues by in-state/out-of-state; enrollment, including non degree and summer sessions, by in-state/out-of-state; and degrees and certificates awarded by in-state/out-of-state. Individual institutional data are provided for: Bennington College, Castleton State College; Champlain College; College of St. Joseph the Provider, Community College of Vermont, Goddard College, Green Mountain College, Johnson State College, Lyndon State College, Marlboro College, Middlebury College, Norwich University/Vermont College, Saint Michael's College, School for International Training, Southern Vermont College, Trinity College, University of Vermont and State Agricultural College, Vermont Institute of Community Involvement, Vermont Law School, Vermont Technical College, and Windham College. (BH)

ED 172 593 HE 011 108

Sawhill, John C.

The Perils of Specialization or Why Corporations Should Support the Liberal Arts.

Council for Financial Aid to Education, New York, N.Y.
Pub Date-Nov 78
Note-16p.
Available from-Council for Financial Aid to Education, Inc., 680 Fifth Avenue, N.Y., N.Y. 10019
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Decision Making Skills, Educational Objectives, Educational Trends, *Education Work Relationship, Higher Education, Humanities, *Liberal Arts, Liberal Arts Majors, *Private Financial Support, Problem Solving, *Professional Development, *Relevance (Education), *School Industry Relationship, Specialization

The increasing trend toward specialization in education and reasons why corporations need college graduates educated in the liberal arts are discussed. Individuals are needed by corporations with a broad cultural background and high cognitive capacity for problem-solving and for perceiving profit-taking within the context of moral principles and social values. Employees are needed who are capable of sustained intellectual growth who will be able to adjust the policies of the corporation to the changing circumstances of the later twentieth century, and who will be able to communicate with their counterparts in other countries. Corporations should recruit a fixed percentage of new employees from among the various fields of liberal arts, or, at the very least, insure that an appropriate mix of specialists and generalists are recruited. Problems faced by undergraduate and graduate level liberal arts programs and the corporate obligation to financially support higher education, particularly undergraduate liberal arts programs, as well as the research in the humanities and human sciences are discussed. Arguments for liberal arts study that have been presented throughout history are noted. Members of the board of directors, board of advisors, and staff officers of the Council for Financial Aid to Education, Inc., are also listed. (SW)

ED 172 594 HE 011 207

Ellis, Susanne D.

1977-78 Graduate Student Survey. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.-AIP-R-207.11

Pub Date-Feb 79

Note-13p.

Available from-American Institute of Physics, 355 East 45 Street, New York, NY 10017

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Astronomy, College Majors, *Doctoral Degrees, *Employment Opportunities, Enrollment Rate, Graduate Study, *Graduate Surveys, Higher Education, *Masters Degrees, Minority Groups, *Physics, Student Characteristics

The 1977-78 annual Graduate Student Survey analyzes information supplied by graduate physics students and also includes graduate astronomy students. Highlights of the findings are: a continuing decline in the number of graduate physics degree recipients; the reassurance of a steadily improving job market for new physicists with graduate degrees; a five percentage-point decrease in the proportion of graduates who accepted postdoctorates with a corresponding increase in employment offers with potential permanence; and a decline in astronomy enrollments and graduate degree recipients. Data are presented on the following areas: employment offers for new physics doctorate and masters recipients, 1973-78; characteristics of the graduate physics student population, 1977-78; characteristics of minority-group graduate physics students; graduate physics students by subfield and years of graduate study completed, 1977-78; sources of support by sex and degree status; number of advanced graduate physics students specializing in selected experimental or theoretical subfields by years of graduate study completed; type of research performed by doctoral candidates with respect to years of graduate study completed; employment offers for 1977-78 doctorate recipients by subfield and type of research; type of employer and work activity of physics terminal masters; and characteristics of astronomy graduate students and doctorate recipients. (SW)

ED 172 595 HE 011 273

Fair Practices in Higher Education. Rights and Responsibilities of Students and Their Colleges in a Period of Intensified Competition for Enrollments.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-79
Note-103p.
Available from-Jossey-Bass Inc., 433 California St., San Francisco, CA 94104 ($7.95)
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accreditation (Institutions), Certification, *Codes of Ethics, College Choice, Consumer Education, Consumer Protection, Educational Change, *Ethics, Federal Legislation, Federal Regulation, Federal State Relationship, *Government Role, Government School Relationship, Grievance Procedures, *Higher Education, Loan Repayment, *School Responsibility, State Legislation, *Student Responsibility, Student Rights, Teacher Responsibility

This report extends earlier Carnegie Council comment on and advice about the proper ethical condition for higher education. Higher education in the United States is thought to have made many positive contributions to ethical conduct; yet some signs of deterioration are observed in important parts of academic life. Fourteen recommendations are made for specific action in these areas: student consumer education; information centers for better student choice; institutional codes of rights and responsibilities; statements and enforcement of penalties for ethical infractions; equitable, easily understood, and published grievance procedures; full and complete disclosure of institutional practice; the increased involvement of regional accrediting agencies in matters of institutional rights and responsibilities; state standards in approval of degree-granting programs; decreased federal involvement in some areas; simplification of procedural compliance with federal regulations, and elimination of some procedural regulations; and federal and state legislation to facilitate collection of defaulted student loans. (Author/MSE)

ED 172 596 HE 011 275

Undergraduate Programs of Cooperative Education in the United States & Canada.

National Commission for Cooperative Education, New York, N.Y.; Northeastern Univ., Boston, Mass. Cooperative Education Research Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007702530
Note-62p.; Not available in paper copy due to marginal legibility of small print
Available from-National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Associate Degrees, Bachelors Degrees, College Credits, College Curriculum, *Cooperative Education, *Cooperative Programs, Courses, Enrollment Rate, *Experiential Learning, *Field Experience Programs, Field Instruction, Higher Education, School Calendars, *School Industry Relationship

Information on cooperative education programs gathered by survey is presented. Listed are 992 programs operational with 459 junior-college programs and 533 four-year-college programs. In addition to listing the colleges and universities with such programs, six categories of information about the institution and the program are provided if known. The categories are: (1) institutional level; (2) the curricula that have the cooperative plan; (3) the length of the cooperative workterm; (4) the number of workterms provided by the program; (5) the number of years required for the degree; and (6) whether or not degree credit taking the place of credits earned through the classroom is given based on cooperative work experience. In addition, the listing notes whether the program is fully operational or recently put into operation, and includes the enrollment for the 1977-78 academic year. The listing is in chart form, by state. (Author/MSE)

ED 172 597 HE 011 280

Next Steps for the 1980s in Student Financial Aid. A Fourth Alternative. Comments and Recommendations by the Carnegie Council on Policy Studies in Higher Education.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-79
Note-77p.
Available from-Jossey-Bass Inc., 433 California St., San Francisco, CA 94104 ($12.95)
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, College Choice, Equal Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Higher Education, Loan Repayment, Program Administration, Program Costs, Program Improvement, Public Policy, State Government, Student Employment, *Student Financial Aid, Student Loan Programs

In 1979 the Congress and the administration will consider legislation to extend and revise the Higher Education Act and, in the process, will review the structure of the student-aid system. Several alternatives are likely to be considered, but a fourth is proposed here: a major overhaul of the existing package of programs to make them more equitable in their impact and more sound in their administration at about the same cost to federal and state governments combined. This alternative considers the significant accomplishments of the federal student-aid system to date, and suggests specific improvements in four areas: (1) the introduction of an explicit self-help component (through earnings and borrowing) by the student himself; (2) a loan system that makes loans more easily and widely available and at much less risk of heavy default rates; (3) additional assurances of equality of opportunity for all young persons to obtain a college education if they wish; and (4) a greater range of choice for students and potential students. Financial and statistical data are provided as illustrations. (Author/MSE)

ED 172 598 HE 011 289

Fox, William M., Comp. Stewart, Jefferson A., Comp.

Practitioners' Views on Interdisciplinary Studies at the College Level.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Pub Date-Jun 78
Note-16p.
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66502
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Curriculum, College Instruction, *Course Content, Course Evaluation, Curriculum Development, *Curriculum Evaluation, Higher Education, *Interdisciplinary Approach, Resource Guides, *Teaching Methods

The problems of instruction in interdisciplinary fields of college curricula are addressed in this guide, which is an outgrowth of a seminar. The observations on interdisciplinary studies apply both to programs of interdisciplinary studies as well as to individual interdisciplinary courses. The problems faced by the practitioner of interdisciplinary studies are also faced by all teachers regardless of field. The developmental process of general teaching methods is applied to the special problems of interdisciplinary studies in this guide. The following areas are addressed: definition of interdisciplinary studies, course and content selection for interdisciplinary studies, production and implementation of interdisciplinary courses and curricula, evaluation of interdisciplinary studies, and common problems with interdisciplinary teaching. (SW)

ED 172 599 HE 011 315

Mikula, Alan R.

Using Peers in Instructional Development.

Pub Date-1 Mar 79
Note-14p.; Paper presented at the conference on Faculty Development and Evaluation in Higher Education (Orlando, Florida, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques, *College Faculty, Effective Teaching, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, Instructional Improvement, *Observation, *Peer Evaluation

Peer observation is discussed as an aid in instructional development, rather than a method for teacher evaluation. A team effort, consisting of from three to four peers who observe each other from four to seven times during the span of one term offers the greatest likelihood that instruction will be improved. Whether these groups are elective or assigned, disciplinary or interdisciplinary, is a matter of institutional preference and each combination offers unique advantages. Instructing faculty members in the terminology, philosophy, and methodologies of observing the teaching/learning process is crucial, and the orientation sessions require an introduction to the educational jargon used in observation. An orientation, or pre-observation conference can allow the observee to provide the team with his objectives for the lesson they are to observe and the criteria for the observation. Observation in the classroom should be unobtrusive. In a post-observation conference the observee analyzes the achievement of the lesson objectives, and the team provides feedback based on their data sheets. Based on the discussion, the observee can plan to increase some behaviors, such as questioning, or maintain the use of techniques which were successful. Evaluation of the effectiveness of a peer observation program is discussed. (SW)

ED 172 600 HE 011 320

Stauffer, Thomas M.
Guide to American Higher Education Policy-Making.
Pub Date- 79
Note-17p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Legislation, *Educational Policy, Educational Status Comparison, Federal Government, Federal Legislation, *Government Role, *Higher Education, Institutional Role, *Policy Formation, Professional Associations, *Public Policy, Resource Guides, State Government

A guide, designed especially for non-American educators, presents information to promote understanding of the U.S. policy-making process in higher education. Levels for policy analysis concern individuals, institutions, groups of institutions, state and local levels, national level, transnational level, and comparison of countries. Representative policy issues can be viewed from the perspective of institutions, state governments, national governments, and transnational level. For each of these levels of analysis, issues and types of agencies and concerned parties are listed. Institutions are listed under the following categories: U.S. agencies, state and regional agencies, associations, university and research centers, unions, international organizations, special study groups, and other organizations. U.S. legislation pertaining to higher education is also listed. Background reading materials are provided for the following areas: institutional, state policy, national policy, transnational, periodicals, bibliographies, data sources, and special reports. (SW)

ED 172 601 HE 011 321

Parker, Paul C. Gollattscheck, James F.

Community College and University: Partners in Cooperation. Building New Relationships Between Community Colleges and Universities in Florida.

Pub Date-3 Feb 79

Note-22p.; Paper presented at the Annual Meeting of the Association of American Colleges (65th, Washington, DC, February 3, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Articulation (Program), *College Cooperation, *Community Colleges, Higher Education, Interinstitutional Cooperation, Program Coordination, *State Colleges, *Statewide Planning, *Transfer Policy

Identifiers-*Florida

An articulation agreement is described that was developed between Florida's statewide community college system and statewide university system. The 1971 articulation agreement was a compromise between the two college systems. Listed are the specific transfer policy provisions of the articulation agreement and functions assigned to the Florida Articulation Coordinating Committee. The committee has periodically established special task forces to create a process of consultation to develop articulation policies or solve problems. Functions of task forces that have been formed are outlined. A common course numbering system, a scheme or logic for colleges and universities to use in numbering and designating their courses, has been one of the most significant steps in the ongoing development of articulation in higher education in Florida. Both universities and community colleges have appointed liaison officers to assist in the transfer of students. New thrusts in articulation include: the promotion of time-variable, competency-based academic programs, especially in Associate of Science programs; the growth in the number of Associate of Science degree graduates successfully transferring to university-level programs; the statewide mandate to implement time-shortened and time-variable degree programs; increased shared use of facilities between community colleges and universities; and increased international exchange. (SW)

ED 172 602 HE 011 323

Experiments With Audio-Tutorial Learning Systems at I.U.B.
Indiana Univ., Bloomington. Teaching Resources Center.
Pub Date-Nov 74
Note-9p.; Printed in "Teaching and Learning at Indiana University: An Occasional Newsletter," Vol. 1, No. 4, November 1974
Available from-Indiana University, Teaching Resources Center, Bloomington, IN 47401
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Instruction, Educational Accountability, Educational Objectives, Geography, Higher Education, *Independent Study, *Individualized Programs, *Instructional Innovation, *Instructional Media, *Learning Laboratories, Microbiology, Science Laboratories, Zoology
Identifiers-*Indiana University Bloomington

An audio-tutorial approach that has been implemented at Indiana University in Bloomington focuses on student learning rather than the mechanism of teaching. The basic component of an audio-tutorial course is a taped presentation that acts as a tutor, guiding the students through a sequence of readings, filmstrips, diagrams, tables, and other media. The tape is not simply a recorded lecture; the students are frequently directed by the tape to stop and analyze materials, plot data, examine a filmstrip, apply principles, and discuss conclusions. An instructor is always present when the tapes are being used. Use of the audio-tutorial laboratory in zoology, microbiology, and geography classes is discussed. The most important advantage of the approach is that it allows procedures for specific techniques to be given to students on an essentially individualized basis when the student is ready for them. In the microbiology course, the audio-tutorial approach also became an integral part of the evaluation process. (SW)

ED 172 603 HE 011 324

Weaver, Mary Jo

Enhancing and Evaluating the Discussion Section.

Pub Date-Apr 77

Note-12p.; Printed in Teaching and Learning at Indiana University: An Occasional Newsletter,'' Vol. 2, No. 5, April, 1977

Available from-Indiana University, Teaching Resources Center, Bloomington, IN 47401

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Discussion (Teaching Technique), *Educational Objectives, *Evaluation Methods, Higher Education, Learning Experience, Questioning Techniques, *Records (Forms), Religious Education, *Self Evaluation, *Student Evaluation, Undergraduate Study

Identifiers-Indiana University Bloomington

A self-grading form that was developed for a large introductory religion course was designed to clarify the objectives of the discussion session, provide a uniform grading process, allow the student a chance to assess his own performance, and stimulate the student to consult with the assistant instructor (AI) for improvement in discussion. A syllabus coordinates lectures with a weekly discussion focus. The AIs are trained not to lecture or provide discussion questions. Students are asked to hand in a discussion question each week, and students have a right to evaluate themselves using a standardized evaluation form. The form is designed to serve as a means of communication between the student and the AI and a way to assign a grade to the student for participation in the discussion. Student evaluation is concerned with the following factors: attendance, submission of questions, kinds of questions, clarity of expression, preparation, courtesy, tolerance, ability to relate materials, and listening. The form, which is appended, can be easily modified to fit other disciplines. (SW)

ED 172 604 HE 011 326

Root, Jon R. Gall, Meredith D.

The Interaction Between Learner Characteristics and Two Methods of College Instruction: Conventional and Mastery Learning.

Pub Date-79
Note-17p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, 1979); based in part of doctoral dissertation of Jon R. Root
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Animal Science, *Cognitive Style, *College Instruction, Comparative Analysis, *Conventional Instruction, Educational Diagnosis, Educational Objectives, Higher Education, Independent Study, Instructional Innovation, Learning Modules, Lecture, Locus of Control, *Mastery Learning, Multimedia Instruction, Recreation, Student Characteristics, *Student Evaluation, *Teaching Methods
Identifiers-California Psychological Inventory

A study was conducted to determine whether conventional instruction and mastery-based auto-tutorial instruction interacted with learning characteristics that were found to be instruction-interactive in previous research. Conventional instruction consisted of lecture with discussion and laboratory periods. The mastery-based auto-tutorial instruction consisted of multi-media modules that the learner studied until mastery was attained, and student-teacher communication was minimal and occurred only in individual discussions. Undergraduates enrolled in an undergraduate course in wildlife recreational techniques were administered the following tests: the Ac (achievement via conformance) and Ai (achivement via independence) scales of the California Psychological Inventory, the internal-external locus of control scale (Rotter, 1966), a multiple-choice achievement test covering content from the experimental unit, a delayed achievement test developed and administered eight and one-half weeks after the experimental period, and semantic differential scales designed to measure student attitudes. The findings indicate that one can enhance learning by using Ac scores to match students with an instructional treatment. Students with low Ac scores achieved better when assigned to mastery instruction and students with high Ac scores achieved better when assigned to conventional instruction. (SW)

ED 172 605 HE 011 327

Klitgaard, Robert E. And Others

Merit and Admissions Policy: Case Studies from Pakistan. Discussion Paper Series No. 50 D.

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Spons Agency-Ford Foundation, New York, N.Y.; World Bank, Washington, D. C.

Pub Date-Sep 78

Note-18p.; Paper to be published in "Comparative Education Review," June 1979

Available from-Public Policy Program, Kennedy School of Government, Harvard University, Cambridge, MA 02138

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Admission Criteria, Case Studies, *College Admission, *College Entrance Examinations, *Competitive Selection, Foreign Countries, Graduate Surveys, Higher Education, *Predictive Validity, Predictor Variables, Selective Admission

Identifiers-*Karachi University (Pakistan), Pakistan

Studies were conducted to determine whether measures of intellectual merit that are used as criteria for admission to the University of Karachi in Pakistan have predictive validity. The predictive validity of the intermediate examination score was studied with recent graduates of the pharmacy, medicine, and engineering schools. Additional studies of business school and arts and sciences graduates were also conducted. Regression analyses indicated that the current criterion of merit (intermediate score) explained little of a student's subsequent university performance. Even after including matriculate test scores and several independent variables in the analysis, the regressions had little predictive power. Possible explanations of the findings and a discussion of the pros and cons of merit-based admissions criteria are presented. (SW)

ED 172 606 HE 011 328

Pascarella, Ernest T. Terenzini, Patrick T.

Interaction of Student Characteristics and Student-Faculty Relationships in the Prediction of Freshman Year Voluntary Persistence/Withdrawal Decisions.

Pub Date-Apr 79

Note-40p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 1979)

Pub Type Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Environment, *College Freshmen, Followup Studies, Higher Education, Interpersonal Relationship, *Persistence, Private Colleges, Questionnaires, *School Holding Power, Student Attitudes, *Student Characteristics, *Student College Relationship, Student Opinion, *Withdrawal

The interactive influence of student characteristics and eight measures of student-faculty relationships on the prediction of freshman year voluntary persistence/withdrawal decisions was studied. A questionnaire was sent to the total population of incoming freshmen at a large, independent, residential university in New York State. Usable responses from 1,457 students provided information on expectations of the college experience and selected background information. A second questionnaire on the reality of the college experience was sent to the students during the spring semester of the following year. Of the 1,457 students, usable responses were received from 773 freshmen. Student-faculty relationships were measured on eight scales; six of the scales were concerned with the frequency of student-faculty informal contact. The remaining two scales assessed students' perceptions of the quality and impact of their informal interactions with faculty and faculty concern for teaching and student development. Eight measures of student-faculty relationships explained a statistically significant additional 14.4 percent of the variance in persistence/withdrawal decisions, after 14 pre-enrollment characteristics and five measures of freshman year social and academic integration had been statistically controlled. (SW)

ED 172 607 HE 011 329

McKinney, Ricardo J. And Others

Factors Among Select Donors and Non-Donors Related to Major Gifts to a Private University.

Pub Date-9 Apr 79

Note-16p.; Paper presented to the American Educational Research Association annual meeting (San Francisco, California, April 9, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Decision Making, *Educational Finance, *Fund Raising, Higher Education, *Individual Characteristics, Information Sources, Institutional Research, *Private Colleges, *Private Financial Support, Public Relations

Identifiers-*Donors, *University of Miami FL

A study was conducted at the University of Miami to identify factors that might distinguish between donors and nondonors to the financial support of private universities. The theoretical framework for the study was based largely upon Lecky's self-consistency theory of personality. Three groups of donors and a group of nondonors to the University of Miami were identified. A questionnaire was sent to 272 individuals and 151 usable responses were obtained. A two-group stepwise discriminant function analysis (Fisher) was applied to the questionnaire-generated data. Regardless of whether they were donors or nondonors, respondents perceived themselves as being more generous than other persons. They also perceived themselves as being less influenced by outside forces when making a decision to give money. Profiles for the donor and nondonor groups were developed. Information is presented on attitudes and beliefs about higher education issues, philanthropic views of others and of self, factors that influence decisions to give money to a private university, perceptions and information sources concerning the University of Miami, and demographic characteristics. (SW)

ED 172 608 HE 011 338

Andersen, Kay J. And Others

Research Reports. Seven Reports of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 2.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-Sep 78

Note-293p.

Available from-The Council on Postsecondary Accreditation, One Dupont Circle, Suite 760, Washington, DC 20036

Pub Type- Reports - Research (143) - Collected Works - General (020) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Academic Standards, *Accreditation (Institutions), Administrator Attitudes, *Certification, *Educational Alternatives, Eligibility, *Evaluation Criteria, Evaluation Methods, External Degree Programs, Graduate Study, Graduate Surveys, Higher Education, Institutional Characteristics, Letters (Correspondence), National Surveys, *Regional Cooperation, Research Projects, State Standards, Student Opinion, Undergraduate Study

Identifiers-*Nontraditional Education

Seven research reports of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education are presented. Contents are as follows: Nontraditional Certificate Programs,'' by John Harris and Philip N. McCullough; Salient Points for `A Study of the Acceptability and Negotiability of External Degrees,''' by John Harris; Institutional Accreditation and Nontraditional Undergraduate Educational Institutions and Programs,'' by John Harris; Critical Characteristics of an Accreditable Institution, Basic Purposes of Accreditation, and Nontraditional Forms of Most Concern,'' by John Harris; A Review of Nontraditional Graduate Degrees,'' by Paul L. Dressel; Analysis of the National Survey on Accreditation and Nontraditional Education,'' by John Harris and Grover J. Andrews; and Regional Accreditation Standards,'' by Kay J. Andersen. Rosters of participating institutions are included, as are letters and questionnaires used in surveying degree recipients and administrators. (SW)

ED 172 609 HE 011 339

Crowley, John C.
The Universities and Federal Regulation.
Pub Date-30 Oct 78
Note-17p.; Speech presented at the National Forum of the College Board (October 30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Freedom, Centralization, *Compliance (Legal), Decision Making, Educational Administration, *Federal Regulation, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, School Organization, Trend Analysis

The impact of increasing federal regulation on American universities is discussed based on an informal survey of senior academic and administrative officials in 13 public and private universities. As government regulation is becoming more intensive and compliance more resource- and time-consuming, government is perceived as having little appreciation for the power and value of academic freedom. With stipulated administrative procedures and required bureaucracy have come pressures toward centralized institutional decision making and away from the traditional decentralized collegial style. The need to recognize the differences between universities and other types of institutions is emphasized. The most serious challenges to institutional freedom are imposed by the implementation of federal affirmative action and costing policies administered by the Department of Health, Education, and Welfare. The heart of the debate over regulation and autonomy is the concern to protect traditional freedoms in the four areas of curriculum, faculty recruitment, student admission, and methods of teaching. The need for universities to improve their legislative skills and two activities that have recently been undertaken by several higher education associations to address regulatory problems in research are discussed. (SW)

ED 172 610 HE 011 340

Premfors, Rune I. T.

How Much Higher Education Is Enough? Public Policy in France, Sweden and the United Kingdom. Yale Higher Education Research Group Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.; Tri-Centennial Fund, Stockholm (Sweden).

Report No.-YHERG-36

Pub Date-Apr 79

Note-43p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, College Planning, *Comparative Education, Educational Assessment, *Educational Demand, Educational Finance, Educational Needs, Educational Policy, Educational Status Comparison, Educational Supply, Enrollment Influences, *Foreign Countries, Government Role, *Higher Education, Policy Formation, *Public Policy

Identifiers-*Europe, France, Sweden, United Kingdom

Public policies in France, Sweden, and the United Kingdom are compared with regard to quantitative developments in higher education. The analysis is focused on the issue of private versus social demand, but more detailed aspects of quantitative planning also are addressed. The following question is discussed: why Sweden adopted a system of quantitative planning in higher education that included a system-wide numerus clausus'' largely based on social demand, while France and the United Kingdom continued to rely mainly on private demand? Five possible determinants are examined: financial resources, national planning traditions, issue webs,'' policy inheritances, and specific policy processes. The effectiveness of the governments in predicting and meeting private demand is analyzed, and the record in areas where manpower planning has been attempted is examined. (SW)

ED 172 611 HE 011 341

Geiger, Roger L.

Two Paths to Mass Higher Education: Issues and Outcomes in Belgium and France. Yale Higher Education Research Group Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Report No.-YHERG-34

Pub Date-Apr 79

Note-58p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, *Comparative Education, Educational Status Comparison, Educational Trends, *Enrollment Rate, Foreign Countries, Government Role, *Higher Education, *Organizational Climate, *Public Education, School Organization, Social Factors, State Colleges

Identifiers-*Belgium, *France

The patterns of development of mass higher education in France and Belgium are compared. Student enrollment data, governmental measures taken to meet needs, and effects of the action within higher education are examined. Results of mass higher education in terms of its principal expectations and future prospects are also analyzed. France and Belgium are eighth and ninth respectively in the rate of increase in higher education from 1950 to 1965. In France the transition to mass higher education has led to a complete restructuring of the predominant sector of higher education, and the process is even now incomplete. Belgium has made this transition without significant alterations in the basic structure of its institutions. The cases of the two countries offer some suggestive material about the social consequences of different forms of system organizational structure in higher education. (SW)

ED 172 612 HE 011 342

Premfors, Rune I. T.

Social Research and Public Policy-Making: An Overview; Yale Higher Education Research Group Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.-YHERG-35

Pub Date-Apr 79

Note-29p.; A modified version of this paper will appear in the Swedish Journal of Political Science

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Policy Formation, *Public Policy, Research Problems, *Research Utilization, *Social Science Research, Social Sciences

Reasons for underutilization of social research in public policy-making and the complexity of the concept of utilization are discussed. Among the factors affecting underutilization are the limitations of the social sciences and shortcomings of specific policy research. A common explanation of underutilization is the allegedly long-established neglect on the part of government of the potential contributions of social research. Another limit on research utilization is the fact that time is often a very scarce resource in policy-making. Additionally, research is also costly; the fragmented character of policy-making works to the disadvantage of research-based knowledge; and sophisticated social research methodologies are difficult for policy-makers to assess. Underutilization or nonutilization of social research is also thought to be due to the differences in values, language, reward systems, and professional affiliations between policy-makers and researchers. It is noted that social research is almost always used for partisan purposes in the policy process, and that the role of research can only be understood within the context of the entire policy process. (SW)

ED 172 613 HE 011 343

Case, Joe Paul Jacobson, Edmund C.

Student Expenses at Postsecondary Institutions, 1979-80.

College Entrance Examination Board, New York, N.Y.

Pub Date-79

Note-95p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($5.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgets, *College Students, *Commuting Students, Educational Finance, *Expenditures, Higher Education, Noninstructional Student Costs, Parental Financial Contribution, Place of Residence, *Student Costs, *Tuition

Identifiers-*On Campus Students, Spending Patterns

Information is presented about the costs of pursuing education beyond high school at different institutions. An introductory section analyzes student-expense data on a nationwide basis. Student expenses are listed for approximately 2,930 postsecondary institutions. Analyses are provided for four different budget types: budgets for dependent resident students living on and off the campus, a budget for dependent commuting students, and one for self-supporting students. These budgets for the four different student categories represent average costs, and any individual student at an institution may have expenses that vary from these. A student expense budget is an all-inclusive summary of both direct educational and living expenses. The expense budget for the typical student at a postsecondary institution is made up of five principal parts: tuition and fees, books and supplies, room and board, personal expenses, and transportation. Tables provide data showing how postsecondary education expenses are changing and how expenses vary by College Board region. (SW)

ED 172 614 HE 011 344

Mohrman, Kathryn, Ed. And Others

Integrating Sciences and Humanities. The Forum for Liberal Education.

Association of American Colleges, Washington, D.C.

Pub Date-May 79

Note-11p.

Available from-FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum, Core Curriculum, Environmental Education, Higher Education, *Humanities, *Interdisciplinary Approach, *Liberal Arts, Science Curriculum, *Sciences, Social Sciences, *Undergraduate Study

Identifiers-Claremont Colleges CA, Lake Land College WI, Lehigh University PA, Marist College NY, New College FL, Quinnipiac College CT, Saddleback College CA, San Francisco State University CA

Eight programs are described that are representative of the variety of approaches to the problem of integrating the sciences and humanities. The reason why integration of science, humanities, and the social sciences is important in the undergraduate learning experience is addressed in an essay by George W. Hazzard entitled, Knowledge Integration in Undergraduate Liberal Learning.'' The following eight program descriptions are presented: interdisciplinary holistic teaching/learning program at the Claremont Colleges; science of man program at Marist College; environmental studies program at New College; humanities perspectives on technology program at Lehigh University; liberal arts humanities program at Quinnipiac College; interdisciplinary studies program in letters and sciences at Saddleback Community College; interdisciplinary core curriculum program at Lakeland College; and the NEXA program at San Francisco State University. Additional programs at other institutions and resource materials on the topic are listed. (SW)

ED 172 615 HE 011 345

Erdmann, James B. And Others

AAMC Longitudinal Study of Medical School Graduates of 1960. NCHSR Research Digest Series.

Association of American Colleges, Washington, D.C.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-PHS-79-3235
Pub Date-Jan 79
Contract-PHS-HS-01572
Note-29p.
Available from-NCHSR, Publications and Information Branch, Room 7-44, 3700 East-West Highway, Hyattsville, MD 20782
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Career Choice, Decision Making, Followup Studies, Graduate Surveys, Higher Education, Income, Institutional Characteristics, Longitudinal Studies, Medical Schools, *Medical Students, Occupational Aspiration, *Personality Assessment, *Physicians, Student Attitudes, *Student Characteristics, Undergraduate Study

A longitudinal study has been conducted on 1960 graduates of a stratified sample of 28 medical schools to provide information on physician characteristics as they relate to career decisions. This 1976 followup study, with a response rate of 73 percent, provides information on the practices of 1,850 respondents. Of approximately 900 items of information collected during the interval, 49 variables were identified for close scrutiny, after a series of data reduction measures. These remaining variables were categorized as belonging to one of six classes of information: (1) general background factors; (2) personal qualities or attitudes as measured during medical school; (3) achievement measures, obtained at the same time; (4) characteristics of premedical college attended; (5) characteristics of medical school attended; and (6) personal factors at the time of graduation from medical school that might operate as constraints on future choices. (SW)

ED 172 616 HE 011 346

Application and Enrollment Patterns of Transfer Students. Fall 1976 and Fall 1977.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No.-SUNY-6-79
Pub Date-May 79
Note-351p.; Not available in hard copy due to poor print quality
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission (School), Agricultural Colleges, Bibliographies, College Students, Community Colleges, Educational Demand, Enrollment Rate, *Enrollment Trends, Higher Education, Institutional Research, Multicampus Colleges, State Colleges, *State Universities, *Student Mobility, Technical Institutes, *Transfer Students, *Undergraduate Students
Identifiers-*College Applicants, New York, *State University of New York

Data collected during the seventh and eighth annual studies of the application and enrollment patterns of State University of New York (SUNY) transfer students are tabulated. For the purpose of this study, transfer students were defined as undergraduate students who were enrolled at a SUNY institution for the first time in a fall term, but who had attended other colleges or universities prior to the given fall term. Summary tables provide information by prior institution and student level for four-year and two-year institutions and for the four coordinating areas. Enrollment trend information for Fall 1967 through Fall 1977 is provided for transfer, continuing, returning students, and for full-time undergraduate students by level at the four-year institutions. Detailed information is provided on undergraduate transfer students for each institution for Fall 1976 and Fall 1977. A map indicating the constituent institutions of the State University of New York and a publications list are appended. (BH)

ED 172 617 HE 011 347

Nurse Education and Training. Report of the Committee of Inquiry into Nurse Education and Training to the Tertiary Education Commission.

Australian Tertiary Education Commission, Canberra.

Pub Date-Aug 78

Note-171p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Certification, Cost Effectiveness, *Educational Assessment, Educational Research, Education Work Relationship, Employment Opportunities, Foreign Countries, *Health Occupations Education, Higher Education, Historical Reviews, Medical Education, *National Programs, *Nurses, *Nursing, Professional Continuing Education, Professional Education, Public Policy, Staff Improvement, Teaching Hospitals

Identifiers-*Australia, *Nursing Education, Position Papers

A study of the education and training of nurses in Australia by the Tertiary Education Commission of Australia is presented. In September 1977 the Minister for Education appointed a committee to advise the Commission on possible developments and changes in nurse education and training. Data were collected from visits and consultations with representatives of hospitals, professional nursing organizations, and related health care professionals. The report includes a brief historical review of the nursing profession and the current system of nurse education and training. Investigation into the current supply of Australian nurses and the financing and costs of their education revealed a lack of data about the number of nurses, their distribution by age, sex, qualification, type of practice, and geographical location. Problems related to hospital-based nurse education and issues influencing future nurse preparation are examined. Also addressed are: expansion and costs of nurse education in colleges of advanced education, psychiatric nursing and mental deficiency nursing, post-basic nurse education, and continuing education. Recommendations from the study focus on standardizing the accreditation and quality of nursing education. Specific recommendations are included for: basic nursing courses, post-basic courses, nurse educator programs, nursing staff development opportunities, and continuing education. It is also suggested that resources be made available by both the health and education systems for research into nursing education and evaluation of present nurse education programs. (BH)

ED 172 618 HE 011 348

Study Leave in Universities and Colleges of Advanced Education

Australian Tertiary Education Commission, Canberra
Pub Date-Aug 78
Note-200p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Faculty, *Faculty Development, Foreign Countries, Higher Education, Needs Assessment, *Program Administration, *Sabbatical Leaves
Identifiers-*Australia

A study on the system of study leave that exists in Australian universities and colleges of advanced education was conducted by the Tertiary Education Commission. A draft report, which is appended, was issued in May 1978 and public comment was invited on the report. The comments that were received on the draft report are summarized, and the commission's views on the desirable modifications to present arrangements for study leave and staff development leave are presented. Problems of implementation and the commission's recommendations are also included. Study leave'' is used as a generic term to cover both outside studies programs and professional experience programs. Commission views address the following areas: institutional autonomy, availability of study leave, location of study leave, participation in study leave, accountability, length of absence, conferences, other absences, fares and traveling allowances, outside grants and earnings, general staff, improvement of qualifications of academic staff in colleges, and implementation. (SW)

ED 172 619 HE 011 349

Cohen, Robert D. Jody, Ruth

Freshman Seminar: A New Orientation.

Pub Date-Aug 78

Note-143p.

Available from-Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301 ($14.00 hardcover, $6.95 paperback)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Admission (School), *College Freshmen, Course Content, *Course Objectives, Curriculum Design, Higher Education, *Orientation, Program Planning, *Seminars, Staff Improvement, Student College Relationship, *Student Needs, Students, Teaching Methods

Identifiers-Hunter College NY, Note Taking

To help schools recruit and retain their students without lowering academic standards, a full semester freshman seminar designed to train new college students in the skills they will need is proposed. The importance of this approach in light of the growing competition among colleges and universities to attract students is discussed. Increased access to education has made the traditional freshman orientation inadequate and requires that orientation programs change their focus to meet student needs. A step-by-step approach to establishing and teaching a freshman orientation seminar is presented, based on the experiences of Hunter College's Freshmen Seminar Program. The fundamentals of curriculum design and content as well as teaching methods for the seminar are described, including: lesson plans, games, attitude inventories, and role playing. The three curricular components of the freshman seminar are: information, skills, and attitudes toward being a student. Remedial courses and other activities include note-taking, test taking, class participation, interacting with instructors, and developing realistic attitudes towards learning. The goal of the freshman seminar is viewed as attitudinal: to help the entering college student see himself as an active participant in the process of learning rather than a passive recipient of an educational system. Formats of seminar sessions are described and three classroom dialogues are provided. Appended are a course description, course information sheet, and program planning exercise. A selected bibliography is included. (BH)

ED 172 820 HE 011 351

Hollander, Patricia A.
Legal Handbook for Educators.
Pub Date-Nov 78
Note-292p.
Available from-Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301 ($14.50)
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Academic Freedom, Administrative Personnel, Admission (School), Collective Bargaining, College Administration, College Faculty, College Students, Computers, *Court Litigation, Disclosure, Discriminatory Legislation, Due Process, *Employment Practices, *Federal Legislation, Federal Regulation, *Government School Relationship, Higher Education, Historical Reviews, *Laws, Legal Problems, *Legal Responsibility, Standards, Tenure
Identifiers-Administrators, American Association of University Administrators, American Association of University Professors, *Legal Analysis

An overview of legal issues that relate to education, the abundance of new laws, newly applied laws, and judicial decisions in the field of education are discussed in this practical guide for educators. A historical orientation to some of the basic legal concepts in education is provided for: full disclosure, fair practices and nondiscrimination, financial exigency, due process, class actions, and computers. Possible legal remedies and recommendations to assist in preventing litigation are suggested and recent court cases and laws are used to illustrate issues. Implementation of due process and other required legal procedures, such as timely notice and avenues of appeal, are considered in relation to employment practices, collective bargaining, admission of new students, treatment of students on campus, and funding and facilities. Recommendations are provided for each policy area. Twenty-four federal statutes relating to education are briefly annotated. Appended are the Professional Standards for Administrators in Higher Education of the American Association of University Administrators, and the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and the American Association of Colleges. (Author/BH)

ED 172 621 HE 011 352

Halstead, D. Kent, Ed.

Higher Education Planning. A Bibliographic Handbook.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-553p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Access to Education, Admission (School), Articulation (Program), Budgeting, Campus Planning, *College Administration, College Faculty, *College Planning, College Role, College Students, Cost Effectiveness, Demography, Educational Economics, Educational Finance, Educational Technology, Education Work Relationship, Facility Planning, *Governance, *Higher Education, Libraries, Private Colleges, Productivity, *Public Policy, Research, Resource Allocations, School Holding Power, Statewide Planning, Student Characteristics, Student Financial Aid

Identifiers-Student Retention

The first edition of a bibliography focusing on state and national level planning in higher education is presented. For purposes of this publication, planning is defined as a process of study and foresight that generates action to achieve desired outcomes in the higher education sector. The bibliography is organized into topic areas that include: admission, articulation, retention; campus and building planning; comparative planning systems; demography; economics; educational communication and technology; educational opportunity; faculty; finance; governance and coordination; independent (private) higher education; institutional role and mission; libraries; management quantitative approaches; planning issues, theory, reference; productivity and cost-benefit analysis; research and research administration; resource allocation and budgeting; space management and projections; student characteristics and development; student financial assistance; and work and education. Brief descriptions of the topic areas and outlines of subtopics are provided. Each entry includes standard bibliographic information as well as an annotation. Over 500 entries are included. (BH)

Orleans, Bill, Comp.
Reinstate the Draft? Target Report No. 15.
United States Student Association, Washington, D.C.

Pub Date-Mar 79
Note-32p.
Available from-U.S. Student Association, Suite 300, 1028 Connecticut Ave., NW, Washington, DC 20036 ($1.50)
Pub Type- Opinion Papers (120) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activism, *Armed Forces, Enlisted Personnel, Federal Government, *Federal Legislation, Federal Troops, Government Employees, Legislators, *Military Personnel, Military Service, National Defense, Policy, Political Issues, *Politics, *Student Opinion, Student Organizations, Student Publications, Volunteers
Identifiers-*Lobbying, Position Papers

Position papers collected by the United States Student Association (USSA) outlining objections to the reimposition of a selective service draft are presented. The USSA believes that a draft is unnecessary because: total active military strength is maintained even when voluntary enlistment falls short of its goal; it would increase military costs; the all-volunteer force attracts more intelligent recruits; and it would not solve the problem of racism in the Armed Forces. The USSA also suggests that compulsory registration violates privacy and constitutional rights and that support for the draft is based on inaccurate projection figures. Supporting materials from the Friends Committee on National Legislation, the National Interreligious Service Board for Conscientious Objectors, and the Agency for Military and Draft Counseling are included. An overview of Congressional opinions and legislation pertaining to the draft are presented. Activities that can be undertaken by student governments and student groups to counter Congressional moves to reinstate the draft are provided, including petitioning, writing editorials, and contributing to radio talk shows. Names and addresses of contact people and organizations are also provided, as is a publications order list. (BH)

ED 172 623 HE 011 355

Saxe, Joel
South Africa Divestiture. Target Report No. 11.
United States Student Association, Washington, D.C.
Pub Date-Mar 79
Note-21p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activism, Blacks, Educational Economics, Endowment Funds, Ethics, Foreign Countries, Higher Education, Historical Reviews, *Investment, *Political Issues, Politics, *Racial Discrimination, *School Industry Relationship, Student Opinion, Student Organizations, Student Publications
Identifiers-*Divestiture, Lobbying, Position Papers, *South Africa

This student resource guide prepared by the South Africa Catalyst Project for the United States Student Association (USSA) focuses on the student anti-apartheid movement and divestiture activities of American students. Divestiture of university-held stock in U.S. corporations operating in South Africa is the major focus of the student anti-apartheid movement. The USSA is seeking to apply pressure to U.S. corporations and the U.S. government to cease their support of the apartheid economy and military apparatus of South Africa. The history and activities of the U.S. student anti-apartheid movement are summarized. The escalation of student actions in the spring of 1978 in support of college and university divestiture is described. The USSA estimates that 110 schools have anti-apartheid groups. The goals and objectives of the movement are outlined and problems and challenges to divestiture are discussed. The process by which students can investigate university investments is explained, as well as various methods that can be used for divestiture including shareholder resolutions. A discussion of the administration's response to student pressure for divestiture centers on administration-sponsored Investment Advisory Councils and the Sullivan principles. Conflicts of interest relating to the divestiture problem and objections to the sale of Kruggerands in the U.S. are also discussed. A list of resources for anti-apartheid organizing is appended. (BH)

ED 172 624 HE 011 356

Gomberg, Irene L. Atelsek, Frank J.

The Institutional Share of Undergraduate Financial Assistance, 1976-77. Higher Education Panel Report, Number 42.

American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-May 79
Note-50p.; Not available in hard copy due to print quality
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Colleges, College Students, Comparative Statistics, Family Income, Federal Aid, *Financial Support, Grants, *Higher Education, Institutional Characteristics, Institutional Role, Questionnaires, Scholarships, State Aid, Student Employment, *Student Financial Aid, *Student Loan Programs, Student Needs, *Undergraduate Students, Universities, Work Study Programs

The types and sources of financial assistance provided to undergraduate students by their institutions during 1976-77 were investigated as part of a survey conducted by the American Council on Education (ACE). A sample of 760 colleges and universities that comprise ACE's Higher Education Panel were asked to report the amounts and kinds of institutionally-funded aid provided to undergraduates. This encompassed all aid from private sources distributed exclusively by the institution. Public institutions included their state or local appropriations earmarked for student aid at the institutional or system level. The survey results indicate that during 1976-77 undergraduate students received more than $5.1 billion of their own funds to aid undergraduate students. Of this institutional assistance, 56 percent was provided as grants or scholarships, 36 percent as wages for student employment, and 8 percent as loans. More than 2 million students received some form of assistance from their institutions, averaging $454 in the public sector and $1,366 in the private sector per aided undergraduate. For 600,000 undergraduates, their institutions were the only providers of financial aid. Data are tabulated by the type and source of student aid, dependent undergraduate family incomes, and institution type. The survey instrument is appended. (BH)

ED 172 625 HE 011 358

Geis, George L. Smith, Ron

Professors' Perceptions of Teaching and Learning: Implications for Faculty Development.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Appendix containing Interview Format is not reproduced

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *College Instruction, Educational Objectives, Educational Theories, Effective Teaching, *Faculty Development, Higher Education, Learning Experience, Needs Assessment, *Postsecondary Education As a Field of Study, Student Teacher Relationship, *Teacher Attitudes, Teaching Methods, *Teaching Styles

The way in which teachers view teaching and learning and implications for the improvement of teaching were studied. A review of the relevant literature and of needs assessment reports based on teacher concerns was conducted, and interviews with faculty members were held. Suggestions based on preliminary results are offered. It is suggested that for many professors there is no recognition of pedagogy as a discipline, and some teachers appear to have difficulty in talking about, and perhaps in conceptualizing, teaching. Teaching is personal and identified with the teacher as a person, and some teachers discuss what they do in class with no reference to students. The most important need that teachers identified was time to increase content expertise. It is suggested that the underuse of instructional and faculty development resources may be related to the views that teaching is not a discipline and that teaching improvement is an individualistic activity requiring no expert assistance. Underuse may also be related to qualitatively different perceptions of teaching. (SW)

ED 172 626 HE 011 359

Asser, Eliot S.

Faculty-Environment Interdependencies in Two Universities.

Pub Date-12 Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Rank (Professional), *College Faculty, Comparative Analysis, *Departments, *Expectation, Graduate Study, Grants, Higher Education, Institutional Research, *Organizational Climate, Private Colleges, *Researchers, Research Opportunities, Social Systems, State Universities

A study was conducted to determine how research by faculty members is responsive to uncertainty or inadequacy in the environment. The interrelationships among four variables were studied: perceived environmental uncertainty, complexity, boundary spanning activity, and environmental adequacy. It was proposed that the nature of the interrelationships among this set of variables will have important implications for understanding what kind and how much research is done by faculty members. Each of 22 graduate departments was conceptualized as a social system with faculty members as the unit of analysis. Twenty-five interviews were conducted with department chairs, faculty, and administrators at two major midwestern universities, one public and one private. Departments were sampled from the humanities, social, biological, and physical sciences. It is concluded that the certainty with which respondents at the two universities expect to receive grants appears to depend on the excellence of their departments, the developmental history of their department, the rank of the applicant, and the research area involved. Privileged access to the resources clearly reduces perception of environmental uncertainty. (SW)

Kolstad, Andrew J.
The Influence of High School Type and Curriculum on Enrollment in Higher Education and Postsecondary Training.
Pub Date-12 Apr 79
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aspiration, Academic Education, *College Attendance, *College Bound Students, *College Choice, College Curriculum, College Majors, College Preparation, College Students, Grades (Scholastic), Higher Education, *High School Curriculum, High School Students, Multiple Regression Analysis, Vocational Education, Vocational Schools
Identifiers-Preparatory Schools

The effects of school type and curriculum on high school grades, plans for further schooling, and enrollment in higher education and postsecondary training were studied. The data were obtained from the National Longitudinal Study of the High School Class of 1972. The base-year sample contained over 16,000 seniors in over 1,000 high schools of all types. By 1976 there was an 87 percent retention rate among the original respondents. Grades were found to be lower at college preparatory high schools and higher at vocational-technical high schools. Plans for college were found to be unaffected by school type, and plans for further vocational training were somewhat lowered by attending a specialized area vocational high school. Academic enrollment was found to be more frequent as a result of attending a college preparatory high school, and postsecondary training, broadly defined, was found to be unaffected by school type. Possible reasons for these findings, ways high schools can influence students, and implications for further research are discussed. (SW)

ED 172 628 HE 011 361

Marsh, Herbert W. And Others

Ethical and Economic Issues: Trustee Interest and Involvement in Academic Policies for Faculty Consulting, Overload Teaching and Intellectual Property Rights.

University of Southern California, Los Angeles. Office of Institutional Studies.
Spons Agency-Association of Governing Boards of Universities and Colleges, Washington, D.C.
Report No.-OIS-79-4
Pub Date-12 Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Administration, *College Faculty, Compensation (Remuneration), *Consultants, Faculty College Relationship, *Faculty Workload, Fringe Benefits, Governing Boards, Higher Education, Inventions, Material Development, Participant Satisfaction, Patents, *Personnel Policy, *Role Conflict, Sabbatical Leaves, Teacher Responsibility, *Trustees, Working Hours
Identifiers-Conflict of Interest, *Intellectual Property Rights

Governing board chairmen of 176 selected postsecondary institutions were surveyed to determine their levels of knowledge, involvement, and satisfaction concerning policies for extra-income-earning activities of the faculty. Such activities provide benefits to the faculty, the university, and to society, but potential conflicts of interest and problems in the use of salaried time and institutional resources have become increasingly apparent. The current survey, with a response rate of 63 percent, revealed that trustees have limited knowledge of policies existing at their institutions and have few plans for substantial future involvement. They also indicated that they are unwilling to delegate responsibility for policy development and implementation to administration, faculty, or students. Information was obtained on nine broad policy areas: internal load and overload, external activities, conflict of interest, production/use of educational materials, patents and inventions, continuing education/extension, salary reimbursement for externally-funded projects, Paid sabbatical leave, and computer usage. A sample questionnaire is included. (SW)

King, David J.
Collective Bargaining in Higher Education: Up the Creek or Down the Slippery Slope. Reports from the Field.
Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date- 79
Note-18p.
Available from-The Fund for the Improvement of Postsecondary Education, 400 Maryland Ave., SW, Room 3123, FOB-6, Washington, DC 20202
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Arbitration, *Collective Bargaining, *College Faculty, Contracts, Higher Education, Labor Legislation, *Negotiation Agreements, Public Education, *State Colleges, Teacher Associations, *Unions
Identifiers-American Association of University Professors, American Federation of Teachers, *Bargaining Agents, National Education Association

Some of the critical choice points in the development of collective bargaining in public institutions of higher education are traced. The single most important aspect of the bargaining process that determines the nature of collective bargaining is enabling legislation. Changes that have appeared to influence the probability of unionization concern the renewed emphasis on accountability and the more permissive legal authorization for collective bargaining in higher education. Unit-determination refers to the composition or nature of the group of employees forming the bargaining unit. After the unit determination has been made, the next logical step is an election to see which, if any, of the potential bargaining agents will represent the unit. The three major union groups for teachers are noted, and some of the typical items included in a collective bargaining agreement in higher education are defined. Sources of difficulty in implementing a contract that has been accepted by both parties are discussed, as are challenges and decertification of a bargaining agent. (SW)

Mauch, James

The O.A.S. as Educator: The Case of the Interamerican Center for Teaching Statistics (CIENES).

Pub Date-28 Oct 78
Note-33p.; Paper presented at the Midwest Association for Latin American Studies annual meeting (University of Northern Kentucky, October 28, 1978); Not available in paper copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Needs, Foreign Countries, Higher Education, *Institutional Role, Measurement Techniques, *Needs Assessment, Organizations (Groups), Professional Development, Program Costs, *Program Effectiveness, Program Evaluation, *Statistical Analysis, *Statistics, Technical Assistance
Identifiers-*Inter American Center for Teaching Statistics, Latin America, *Organization of American States

A study was conducted to evaluate the Inter-American Center for the Teaching of Statistics (CIENES), a center established in Santiago, Chile, by the Organization of American States (OAS) to improve statistical reporting and training. Study objectives were to evaluate the administration of CIENES, assess operating costs and program results, identify possible ways to better meet user needs, and identify possible duplication of effort and ways to operate more effectively. Documents were reviewed and interviews were conducted with OAS staff, CIENES students and graduates, and officials of concerned agencies and member states. Current needs in Latin America for CIENES and the role of the OAS are discussed. Information is presented on the three basic instructional programs in statistical techniques, applied social science statistics, and graduate-level mathematical statistics. Descriptive information is provided on the following topics: selection of candidates and recipients of technical assistance, physical plant and equipment, interview comments, operation costs and budgets, indicators of cost effectiveness, possible duplication of programs, multiplier effect of CIENES programs, publications, degree versus short courses, staffing, fellowships, and sub-centers. (SW)

ED 172 631 HE 011 366

Attrition and Retention of First-Time, Full-Time Students in Two-Year and Baccalaureate Degree Programs, Classes of 1975 and 1976.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report No.-SUNY-OIR-4-79
Pub Date-Apr 79
Note-329p.; Not available in paper copy due to size of document pages
Available from-Central Staff Office of Institutional Research and Analytical Studies, State University of New York, Albany, NY
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Associate Degrees, *Attendance Patterns, Bachelors Degrees, *College Attendance, *College Freshmen, Educational Objectives, Higher Education, *School Holding Power

Attrition/retention of two cohorts of first-time, full-time degree students enrolled at the State University of New York was studied. Attrition is defined as the failure to achieve some goal or objective. Students enrolling in bachelor degree programs and in two-year degree programs in the fall of 1971 and 1972 were studied. Information on the students is presented in the form of a flow chart that traces the progress of the cohort through the institution The 1971 and 1972 bachelor degree groups were divided into those who received a degree, thereby achieving their baccalaureate educational objectives, and those who did not receive a degree. The time allotted for completing a degree was divided to provide information regarding the number of students who, in terms of the conventional four-year program, finished early, on schedule, or up to approximately six months later. Those who did not receive a degree were further divided into those still enrolled, either part-time or full-time, and those no longer enrolled. For two-year program students, additional information is provided regarding the number and distribution of students who transferred to another college. (SW)

ED 172 632 HE 011 367

Pepin, Andrew J.

Fall Enrollment in Higher Education, 1977. Final Report.

National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-181p.; Not available in paper copy due to marginal legibility of original
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Students, Community Colleges, Enrollment Rate, Geographic Location, Graduate Study, Higher Education, *Private Colleges, *State Colleges, Undergraduate Study

Data are provided on fall 1977 enrollment in American colleges and universities. Information is grouped under four major categories: summary tables, enrollment by level of institution, enrollment by state, and enrollment by institution. The data were obtained from the 3,130 two-year and four-year public and private colleges and universities and their branches included in the National Center for Education Statistics' Education Directory: 1977-78 Colleges and Universities.'' Race/ethnic and major field of study data were not collected in fall 1977. Background information on the survey population, questionnaire editing procedures, and a reproduction of the survey instrument are appended. Findings are summarized as follows: total enrollment in fall 1977 in all institutions of higher education increased 2.6 percent over the previous year; the trend toward increased enrollment of women continued in fall 1977; there were greater increases in part-time than in full-time enrollment in both public and private institutions; at public colleges and universities, there was an increase of 2.9 percent in first-time freshman enrollment in 1977, while the opposite was true for private institutions, which experienced a slight drop (0.1 percent) in first-time freshman enrollment. (SW)

ED 172 633 HE 011 368

Borinsky, Mark E.
1976 Survey of 1974-75 College Graduates.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date- 78
Note-24p.; Study data were collected and processed by Westat, Inc., Rockville, MD
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bachelors Degrees, *Career Choice, *College Graduates, College Majors, Comparative Statistics, *Employment Level, Employment Patterns, Graduate Study, *Graduate Surveys, Higher Education, *Labor Market, Masters Degrees, Race, Research Methodology, Salaries, Sex Differences, Underemployed, *Vocational Followup

Data are provided on the labor market for recent college graduates (the spring 1976 status of July 1974-June 1975 graduates). Statistical data and descriptive summaries are presented on bachelor's and master's degree recipients on the following issues: labor force status, underemployment, major field of study, type of job, employers and salaries, the field of teaching, enrollment in further schooling, sex differences, and race differences. Information on the study methodology and sampling error is appended. (SW)

ED 172 634 HE 011 369

Lyell, Edward H.

The Cost Structure of Higher Education: Implications for Governmental Policy in Steady State.

Pub Date-12 Apr 79

Note-71p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Budgeting, Decision Making, Educational Finance, Enrollment Rate, Estimated Costs, Expenditures, *Higher Education, Models, Needs Assessment, Personnel Policy, Policy Formation, Public Education, Research Projects, *Resource Allocations, Retrenchment, *State Colleges

Identifiers *Colorado, University of Colorado Boulder

The historical pattern of resource allocation in American higher education as exemplified by public colleges in Colorado was examined. The reliance upon average cost information in making resource allocation decisions was critiqued for the special problems that arise from student enrollment decline or steady state. A model of resource allocation for institutional and interinstitutional decision making was designed based on the separation of expenditures into fixed and variable cost components. Measures for full costing, including partial opportunity cost accounting were incorporated into the model. The University of Colorado at Boulder was used to examine the cost structure in terms of average, marginal, variable, and fixed cost elements. The change in this cost structure was examined for a five-year period as personnel policies and enrollment changes were stimulated. Specific hypotheses were posited and tested. Results indicate areas of policy change and extensions for further research. It is concluded that a decrease in student number cannot be accommodated with the same policies as the growth period. A bibliography is included. (Author/SW)

Blue, Terry W.

Teaching and Learning Styles in Higher Education: Match or Mismatch?

Pub Date-9 Apr 79
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Style, *College Instruction, College Majors, Departments, Educational Environment, Higher Education, Learning Characteristics, *Learning Experience, Models, Questionnaires, Research Projects, Small Colleges, *Student Attitudes, Student Experience, *Teacher Attitudes, Teaching Methods, *Teaching Styles
Identifiers-*Academic Environment

Student and faculty perceptions of teaching styles, learning styles, and the use of various educational environments were compared at a small, highly selective liberal arts college. Student and faculty perceptions of the subject matter characteristics of academic departments and students' orientations to the subject matter of the departments were also analyzed. The theoretical framework that was adapted for categorizing different styles of teaching was developed by Richard Mann (1975). An adaption of the Student Learning Style Questionnaire developed by Grasha (1972) and Riechmann and Grasha (1974) was chosen as the basis for assessing student learning styles. Berquist and Phillips' (1975) classification of educational environments and

Biglan's (1973) model for the classification of academic departments were also adapted for the study. Kolb's Learning Style Inventory was used to investigate the learning styles of students in departments of varying subject matter orientation. Statistical data, a descriptive summary of the findings, and a brief bibliography are presented. (SW)

Pfnister, Allan O.

Federal, State and Local Governments and the Development of an Educational System in the United States of America. University of Denver Occasional Papers in Higher Education, No. 12, April 1979.

Denver Univ., Colo. School of Education.

Pub Date-Apr 79

Note-35p.; Paper presented at Eberhard-Karls-Universitat (Tubingen, West Germany, March 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advisory Committees, *Centralization, Educational Finance, Educational History, *Educational Policy, Eligibility, *Federal Aid, *Federal Regulation, Financial Support, Government Role, *Government School Relationship, Grants, *Higher Education, Historical Reviews, Local Government, State Aid, State Government

The growth of federal influence on American higher education and the roles of state and local governments are discussed. The shift of power to a central government and precedents that over the years have established federal involvement in educational issues that are not directly enumerated in the Constitution are addressed. A decision that affirmed the right of the federal government to establish the conditions under which grants-in-aid may be made also strengthened the position of the federal government and ultimately affected in direct ways all educational institutions. One way of identifying the level of involvement of the federal government in education is in terms of the amount of the funds educational institutions derive from federal sources. Four categories of federal involvement in education are: establishing and maintaining institutions; identifying issues and influencing educational policy through advisory committees or commissions; providing categorical assistance through grants-in-aid; and influencing policy and operation through issuing specific regulations concerning eligibility for federal funds. The states differ in the degree of centralization of authority and control, and the financial support of the schools is based upon the combination of state and local suppport. (SW)

Clegg, Ambrose A. And Others
Multiple Linear Regression as a Technique for Predicting College Enrollment.
Pub Date-12 Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Education Courses, Education Majors, Elementary Education, *Enrollment Projections, Higher Education, Institutional Research, Long Range Planning, *Measurement Techniques, *Multiple Regression Analysis, *Predictor Variables, Research Projects
Identifiers-*Kent State University OH

The application of multiple linear regression to the problem of identifying appropriate criterion variables and predicting enrollment in college courses during a period of major rapid decline was studied. Data were gathered on course enrollments for 1972-78 at Kent State University, and five independent variables were selected to determine the most likely indicators of future enrollment trends. The variables were: total departmental majors in elementary education, elementary education majors plus all those enrolled in service courses and allied majors, the number of elementary education freshmen enrolled for each year, total enrollment of the college of education by year, and total university enrollment. Data were analyzed using Multiple Regression Analysis: Subprogram Regression from the Statistical Package for the Social Sciences' (SPSS; Nie, Hull, Jenkins, Steinbrennar, and Bent, 1975). Total college enrollment proved to be the best single predictor. The technique proved to be 96 to 100 percent accurate in estimating course enrollments in seven of the 10 courses. It is also a valuable means for data-based decision-making and long-range planning when faculty committees must advise on administrative decisions. (Author/SW)

ED 172 638 HE 011 373

Skipper, Charles E. Hofmann, Richard J.

Indicators of Administrative Effectiveness.

Pub Date-79
Note-11p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Characteristics, *Administrator Evaluation, *College Administration, College Deans, *Competence, Higher Education, Individual Characteristics, *Leadership Qualities, Multiple Regression Analysis, Peer Evaluation, *Predictor Variables, Presidents
Identifiers-Provosts

Ten personal characteristics and seven administrative skills that differentiated effective from ineffective university leaders were assessed by multiple discriminate analysis. The personal characteristics identified by previous research (Skipper, 1975, 1977) are: responsibility, integrity, self-control, intellectual efficiency, flexibility, personal relations, leadership, motivation to achieve, dealing with problems, and creativity. Administrative skills identified by previous research are: planning ability, knowledge about position, organization and management, leadership, judgment, human relations, and quality of performance. The study sample consisted of 20 male university leaders holding positions of dean, provost, and president. The leaders represented two extreme groups: the 10 ``most effective'' leaders, and the 10 ``most ineffective'' leaders as judged by two different groups of fellow administrators. The variables of judgment, knowledge of position, intellectual efficiency, and flexibility were found to discriminate perfectly. An equation using the discriminate function weights of the four variables was developed to predict administrative effectiveness. (SW)

ED 172 639 HE 011 374

Rubinstein, Moshe F. Pfeiffer, Kenneth R.

Theoretical and Practical Aspects of the UCLA Problem Solving Course.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Cognitive Objectives, College Students, *Course Content, *Decision Making Skills, Higher Education, *Inquiry Training, Interdisciplinary Approach, Mathematical Concepts, Models, Peer Teaching, *Problem Solving, Program Evaluation, Student Projects
Identifiers-*University of California Los Angeles

A problem solving course designed to expose the student to the wide range of alternative problem solving techniques and to enable the student to use these methods in practical applications was developed at the University of California at Los Angeles. The course also exposes the humanities student to objective tools such as numerical models, while introducing the student of physical or life sciences to subject notions, such as values. The need for individual attention in some areas resulted in the introduction of a peer teaching program. The course material is based primarily on the book, Patterns of Problem Solving.'' In a recent evaluation of the course, a majority of the students stated that the course had improved their reasoning skills, and that they had applied the tools and concepts of the course to real-life situations. Results of the use of IQ tests to assess a similar course offered at St. Louis University and taught by Steve Barlett are summarized. (SW)

ED 172 640 HE 011 375

Schubert, William H. Weible, David M.

Curriculum Development at the University Level: A Case Study of Curriculum Development Grants at the University of Illinois at Chicago Circle with Implications for Selected Issues in Curriculum.

Pub Date-12 Apr 79

Note-59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Curriculum, Committees, Comparative Analysis, Curriculum Design, *Curriculum Development, *Curriculum Planning, Decision Making, *Educational Objectives, Educational Practice, *Educational Theories, *Grants, Higher Education, Literature Reviews, Program Proposals

Identifiers-Grantsmanship, *University of Illinois Chicago Circle Campus

The ways in which a sample of faculty members from the University of Illinois at Chicago create curricula is described and compared with methods selected from the curriculum development literature. An overview is presented of the university's Curriculum Development Grants (CDG) Committee program, its historical development, and several domains of decision-making. Comparisons are made concerning: different orientations to the process of curriculum development and different positions on curriculum inquiry. Both individual proposal writers and CDG committee evaluators acknowledged the necessity to allow objectives to emerge from activity. The process of group and individual decision-making was found to be more political and value-laden than purely rational. Analysis of proposals also indicated that curriculum development is situational, that it embraces the entirety of the classroom environment. Study of the CDG process revealed a strong bias toward practical rather than theoretic inquiry. It seems that the more a proposal needs support, either economic or bureaucratic, the more it must be expressed in the language of the accepted epistemology. Further study is suggested before any definitive statement can be made about the syncretism of conflicting conceptions of curriculum. Information on curriculum development grants for 1979 is appended. (SW)

ED 172 641 HE 011 378

The Urban Grant University Act of 1977. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Fifth Congress, Second Session on H.R. 7328 (January 25, March 23, April 28, July 3, and October 25, 1978).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-79
Note-580p.; Some pages may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF03 Plus Postage. HC Not Available from EDRS.
Descriptors-City Planning, City Problems, *College Role, Definitions, *Delivery Systems, Educational Legislation, Educational Programs, *Federal Aid, *Federal Legislation, Government School Relationship, Grants, Higher Education, Metropolitan Areas, Program Development, Research Projects, *School Community Relationship, Urban Areas, *Urban Universities
Identifiers-*Higher Education Act Title I, H R 7328 (95th Cong 2d Sess)

Hearings held before the U.S. House of Representatives on H.R. 7328, a bill to amend Title I of the Higher Education Act of 1965 to establish a system of grants for urban universities, are presented. An urban area means a standard metropolitan statistical area having a population of not less than 500,000 persons, and an urban university means an institution of higher education that is located in an urban area, draws a substantial portion of its undergraduate body from the surrounding urban area, has the present capacity to carry out urban-oriented education, research, and service activities, and offers a wide range of professional or graduate programs. The legislation authorizes Federal support for the development and delivery of programs by the university of research and services to aid cities with their problems. The urban university must submit a comprehensive multidisciplinary plan for the provision of educational, research, and service programs designed to meet specific problems faced by the urban area in which it is located, and the local government must review and comment upon the plan. An advisory council must be formed to review and comment upon all applications. Congressmen and representatives of universities and concerned agencies discuss the bill and the role of urban universities. (SW)

ED 172 642 HE 011 379

Mortimer, Kenneth P. Tierney, Michael L.

The Three R's'' of the Eighties: Reduction, Reallocation, and Retrenchment.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-93p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Budgeting, *College Administration, *Declining Enrollment, Educational Finance, Educational Policy, Educational Quality, *Financial Problems, *Higher Education, Long Range Planning, *Resource Allocations, *Retrenchment, Teacher Participation, Trend Analysis

Identifiers-Michigan State University, Pennsylvania State College System, Pennsylvania State University, Position Papers, *Program Discontinuance, University of Pennsylvania

Some of the responses of colleges and universities to declining enrollments and diminishing resources are reviewed. Institutions have tried to reduce the size of their operations, reallocate resources internally, and retrench a number of faculty and programs. Several approaches to reductions, reallocations, and retrenchments in specific cases, including those at the University of Michigan, the University of Pennsylvania, and the Pennsylvania State College System, are reviewed. Nine observations about trends in institutional behavior as colleges and universities approach the decade of the 1980s are presented, including: there is a need to be more sophisticated about projected enrollment declines since they and their impacts will vary by region of the country; national concentration on projected enrollment declines has diverted attention from the equally-important area of the cost-income squeeze;'' and traditional governance patterns in colleges and universities are not well-equipped to handle faculty participation in an era of declining resources. It is concluded that only a few institutions, which either are geographically located in areas of population growth or have exceptionally high academic reputations, will escape the consequences of the long-run changes facing higher education. Appended are: checklists for academic quality assessment and program evaluation; guidelines for use in planning retrenchment in the state colleges and university of Pennsylvania; 1976 recommended institutional regulations on academic freedom and tenure; policy document on discontinuance of academic programs at the University of Michigan; and financial exigency and staff reduction statement of the Association of American Colleges. A bibliography is included. (SW)

ED 172 643 HE 011 380

Winschel, Carolyn
Administrative Evaluation. Administrator's Update. Volume 1, Number 1.
American Association of University Administrators, Buffalo, N.Y.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Pub Date-79
Note-7p.; Parts may not reproduce clearly due to colored background
Available from-American Association of University Administrators, Administrators Update, P.O. Box 6, Bidwell Station, Buffalo, NY 14222 ($.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Administrator Characteristics, *Administrator Evaluation, *College Administration, *Competence, *Evaluation Criteria, Higher Education, *Leadership Qualities, Presidents
Identifiers-Information Analysis Products, Objectivity

Literature relevant to administrative evaluation in higher education was surveyed. Reasons for the increasing importance of this type of evaluation, approaches to and components of an evaluation plan, some of the problems involved in the evaluation process, and use of results are discussed. The current literature indicates that increased presure from above and below and the demand for accountability from government and institutional constituencies make administrative evaluation important. Evaluation usually presupposes some sort of comparison either with predecessors, peers, some ideal, past performance, or others' expectations. Evaluation criteria usually concern administrative skills and personal characteristics. The idea of faculty involvement in administrative evaluation seems to be growing in acceptance but ultimate responsibility rests with the board. The greatest problem in evaluation is the difficulty of rational and objective judgment. Generally, higher education does not really lend itself very readily to systematic assessment. The use of results should be known and agreed to by all concerned prior to the actual evaluation process. (SW)

ED 172 644 HE 011 381

Elliott, Loretta Glaze

Summary of Nontraditional Instructional Activities in Missouri, 1977-78. Research and Planning Series Report 79-2.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date-79

Note-22p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, *College Credits, Comparative Statistics, *Correspondence Study, *Educational Radio, *Educational Television, Equivalency Tests, Graduate Study, *Higher Education, Prior Learning, Private Colleges, State Colleges, Undergraduate Study

Identifiers-*Missouri, *Nontraditional Education

Information is presented on nonclassroom-based learning in Missouri higher education during the 1977-78 academic year. Only six institutions in the state reported using television, radio, newspaper, or correspondence study as a means of making college-level credit courses available to students. Correspondence study is a much more frequently used method in Missouri. Data are provided on undergraduate and graduate enrollment in credit television courses and in correspondence courses. Data are also presented for state and private institutions on the total undergraduate credit awarded by examination and by assessment of prior learning. It is concluded that these nontraditional instructional modes may be increasingly popular if segments of the population that have traditionally been underrepresented in higher education, such as older persons and minorities, become more active in pursuing college education. The data obtained for 1977-78 will be used as a comparative base for future studies. (SW)

ED 172 645 HE 011 382

Elliott, Loretta Glaze And Others
Fall Enrollment, 1978. Research and Planning Series Report No. 79-1.
Missouri State Dept. of Higher Education, Jefferson City.
Pub Date-Jan 79
Note-55p.
Available from-Missouri Department of Higher Education, 600 Monroe, Jefferson City, MO 65101
Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, Enrollment Rate, *Enrollment Trends, Full Time Students, Graduate Study, Higher Education, Measurement Instruments, Part Time Students, *Postsecondary Education, *Private Colleges, Professional Education, Records (Forms), *State Colleges, State Surveys, State Universities, Statewide Planning, Technical Institutes, Undergraduate Study
Identifiers-*Missouri, *Public Higher Education, University of Missouri

The first in a series of annual analytical reports prepared by the Missouri Department of Higher Education from the annual state data collection is presented. Tables, charts, and graphs provide numerical data, supplemented by brief analyses, in these areas: enrollment by sector; enrollment trends for fall 1974 through fall 1978; fall enrollment summary with national comparison, full-time and part-time headcount, graduate and undergraduate enrollment; and five-year enrollment trends in the public sectors, the independent and professional/technical sector, the University of Missouri, state four-year institutions, state two-year institutions, independent institutions, and professional and technical institutions. Each sector of higher education in the state has experienced a leveling off of enrollments, and a slight decline in full-time-equivalent enrollment. The enrollment decline was greater for the public and technical/professional sectors than for the private sector. The data-gathering survey form and instructions are appended, as are pertinent definitions. (MSE)

ED 172 646 HE 011 383

Case, Joe Paul Cavanaugh, William J.

CSS Need Analysis: Theory and Computation Procedures for the 1979-80 FAF.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date-79

Note-133p.; Some small type may be marginally legible

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($5)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Calculation, Educational Finance, Higher Education, *Measurement Techniques, *Need Analysis (Student Financial Aid), *Parental Financial Contribution, *Records (Forms), *Student Application, *Student Financial Aid

Identifiers-*College Scholarship Service

This 1979-80 guide includes information about the basic rationale, the economic principles, and the computational procedures used in the College Scholarship Service need-analysis system. Contents include: an introduction to the principles and practices of student financial aid administration, the history of need analysis, the theory of need analysis (measuring parental ability to pay and measuring student resources), computation procedures for the financial aid form, special problems in need analysis, procedures for processing the financial aid form, constructing student expense budgets, packaging aid resources, sample cases of financial aid forms, income tax tables, a 1979 financial aid form, and a guide to the edited financial aid form. (SW)

ED 172 647 HE 011 384

St. John, Edward P.

Preliminary Report on Student Financial Aid, 1977-78. Research and Planning Series Report No. 79-3.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date-Apr 79

Note-54p.; Not available in hard copy due to print quality of original document

Available from-Missouri Department of Higher Education, 600 Monroe, Jefferson City, MO 65101

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, Community Colleges, *Federal Aid, Federal Programs, Graduate Study, Higher Education, *Postsecondary Education, *Private Colleges, Professional Education, *State Aid, State Colleges, State Surveys, State Universities, Statewide Planning, *Student Financial Aid, Surveys, Technical Institutes

Identifiers-*Missouri, *Public Higher Education, University of Missouri

Presented are data on student financial aid in Missouri collected as part of an annual state survey of higher education. In this first annual report the data are limited due to reporting limitations and inconsistencies, and the report is called preliminary. An introductory section discusses these limitations. In subsequent sections, supplemented with data tables, analyses are given in these areas: sources of student financial aid; composition of aid packages; the University of Missouri; state four-year institutions; state two-year institutions; independent institutions; and professional and technical institutions. Over $140 million in financial aid to students was reported in 1977-78. Among the conclusions drawn from this limited information were that: University of Missouri and independent sector students draw larger awards per capita than those in other institutions. Independent sector students received relatively more from the Missouri Student Grant Program and institutional sources, while public sector students received relatively higher proportions of aid from federal sources, including loan programs. Graduate student aid is included in all categories except the Missouri Student Grant Program. (MSE)

ED 172 648 HE 011 385

Evaluation of an Innovative Academic Calendar and Its Effectiveness; Final Report.
Wisconsin Univ., Oshkosh.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Grant-G007603841
Note-306p.; Best copy available
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Academic Achievement, College Environment, Compensation (Remuneration), *Faculty Development, Higher Education, *Institutional Evaluation, *Instructional Innovation, Program Evaluation, Research Opportunities, *Scheduling, School Schedules, Student Attitudes, *Student Needs, Teacher Attitudes, *Trimester Schedules
Identifiers-*University of Wisconsin Oshkosh

The impact of an alternative calendar that was developed to meet the needs of present and projected university constituencies at the University of Wisconsin-Oshkosh was assessed. The calendar combines a traditional two-semester system of 17 weeks each and an eight-week summer session with an alternative calendar that divides the fall and spring semester each into three modules and a summer semester into two four-week modules. The evaluation project, sponsored by the Fund for the Improvement of Post Secondary Education, sought to: (1) determine changes in attitude and campus activities and climate as a result of the new calendar; (2) measure student and faculty attitudes toward unique instructional formats, teaching strategies, and calendar time periods; (3) evaluate student performance in courses with various instructional formats and strategies; (4) evaluate the effectiveness of calendar activities in meeting the needs of specific student interest groups, part-time adult learners, commuting students, and others; and (5) assess the effective responses of faculty to the faculty development program that involves compensation for additional service for curriculum development, research opportunities, and inservice training. A summary chronology of evaluation activities, budget information, and findings and the following appendices are included: the evaluation team report, a report to the faculty on the calendar, and abstracts of two doctoral dissertations on the calendar. (SW)

ED 172 649 HE 011 386

Powell, J. P.
Tertiary Shock: From Schooling to Higher Education. Tertiary Education Research Centre Monograph No. 10.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
Pub Date-Oct 76
Note-17p.; An earlier version of this paper was presented to a symposium at the University of Wollongong, June 4, 1976
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Admission Criteria, Adult Students, *Articulation (Program), Aspiration, College Admission, *College Freshmen, Declining Enrollment, Employment Opportunities, Foreign Countries, Higher Education, Information Needs, *Student Adjustment, *Student Attitudes, *Student College Relationship
Identifiers-*Australia

Trends affecting higher education in Australia, issues relating to selection and admission, and difficulties that many students face during their first year in college are discussed. Declining enrollment trends and an over-supply of graduates in a number of fields, especially some science fields, are discussed. A shift of emphasis away from heavily vocational courses is predicted. Problems with the use of the high school certificate as a selection criterion, the need for deferred entry schemes to allow students to identify their interests, attitudes of young people toward higher education, and the interest of older people in gaining access to higher education are discussed. A consequence of the poor quality and quantity of information available to applicants prior to entry to college is the unrealistic character of the aspirations and expectations of many first-year students. Many students appear to be unable to make a psychologically smooth transition from high school to university or to cope with the continuing demands of advanced study. Recommendations are offered to improve some of the identified problems. (SW)

Wieneke, Chris

Students Entering the University of New South Wales in 1975: Attitudes, Expectations, and Aspirations. Tertiary Education Research Centre Monograph No. 9.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Mar 76

Note-20p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Articulation (Program), *Aspiration, *College Freshmen, *Expectation, Foreign Countries, Higher Education, Research Projects, *Student Adjustment, *Student Attitudes, Student College Relationship, Student Motivation

Identifiers-*Australia, University of New South Wales (Australia)

Information is presented on attitudes of students enrolling for the first time at the University of New South Wales in 1975. Attitudes toward higher education, anticipated difficulties in making the transition from high school to university, and ideas about the likely demands and rewards of advanced study were surveyed, using a forced-choice questionnaire. Based on 2,973 responses, it was determined that most students have a fairly strong desire to attend the university and appear to be intellectually and/or vocationally committed to obtaining a degree. A large percentage also felt that they had the ability to seek honors and/or proceed to a higher degree. Very few students perceived the possibility of experiencing difficulties in adjusting to university life and appeared confident of being able to cope with the transition to the university. Findings indicate that the number of students who actually do better than just pass in all subjects is very small. There is a great discrepancy between how students expect to perform academically and how they do perform. Data from the student counseling and research unit suggest that many students do experience difficulties and seek assistance. It is suggested that students might be experiencing difficulties in working independently or judging the standards of performance required. Approaches are suggested for dealing with unrealistic expectations and aspirations of students. The entering student questionnaire is appended. (SW)

ED 172 651 HE 011 388

Barrett, Eve M.

Part-Time Students at the University of New South Wales. Tertiary Education Research Centre Monograph No. 2.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Jul 71

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Aspiration, Business Education, *College Freshmen, Dropouts, Engineering Education, *Expectation, Failure Factors, Foreign Countries, Higher Education, Males, *Part Time Students, Questionnaires, Research Projects, Science Education, *Student Attitudes, *Student Characteristics, Student College Relationship, Student Needs, Success Factors

Identifiers-*Australia, University of New South Wales (Australia)

Information is presented on part-time male students entering the departments of commerce, engineering, and science of the University of New South Wales in 1969. The major puroose of the survey was to obtain infomration relevant to the general studies program. In addition to asking the student his views on general studies, information was obtained on background characteristics, reasons for coming to the university, expectations, and ideas about the purposes of a university education. Reasons for part-time study include financial problems, poor school performance, independence, and uncertainty about future employment opportunities. A low success rate was found for part-time students. It is suggested that these failing students will drop out either by choice or because the university may not consider them suitable for further study. Comparative data on full-time students are presented, and suggestions for the university to meet the needs of part-time students are offered. (SW)

ED 172 652 HE 011 389

Powell, J. P.

Competent Teaching: Some Pre-Requisites and Some Implications. Tertiary Education Research Centre Monograph No. 11.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Nov 76

Note-15p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, *College Instruction, *Competence, *Effective Teaching, Learning Experience, Student Teacher Relationship, Teacher Attitudes, *Teacher Evaluation, Teaching Methods

The nature of competent teaching is discussed and distinctions between competent and incompetent teaching are made. Teaching involves the intention to bring about learning and competence in a method designed to bring about learning. Teaching is defined as educative when it is conducted in a morally acceptable manner and when the content of what is to be learned is educationally valuable. In the case of the incompetent teacher, there is an extremely poor fit between the actions of the teacher and those of the pupils. Although reciprocity and cooperation may be poor, the pupils may still learn by their own efforts. It may also be the case that learning does not occur although the teacher displays a high level of competence. It is necessary for the teacher to know more than the learner. A teacher's responsibility for bringing about learning requires taking the initiative in encouraging students to be actively involved in the teaching-learning situation and a professional interest in the problems that students encounter and the ways in which they study. Familiarity with research into the practicalities of learning and the discussion of techniques with colleagues and students are necessary. Applications of these ideas to higher education and the issue of the authority of the teacher are discussed. (SW)

ED 172 653 HE 011 390

Powell, J. P., Ed.

Selection for University: Alternatives to the H.S.C. Proceedings of a Conference held on 21st June at the University of New South Wales. Tertiary Education Research Centre Occasional Publication No. 10.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-78

Note-42p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Admission Criteria, *Certification, *College Admission, College Students, Foreign Countries, Higher Education, *Medical Schools, Public Opinion, *Student Testing

Identifiers-*Australia, Higher School Certificates

A one-day conference was held at the University of New South Wales in Australia to consider alternatives to the Higher School Certificate as a college selection device. The first address was by L. H. T. West, who outlined some of the current controversies in the debate about selection and presented evidence that pointed to serious weaknesses in the procedure in most common use in Australia. J. Beauchamp spoke from his experience as an admissions officer and stressed the need for a more humane and individual approach, and R. Campbell described the development of the school-based selection system that has just been adopted by the Australian National University. K. Mitchell gave an account of the complex and radical system that will be used to select the first intake of medical students at the University of Newcastle, and J. Frederich considered the problem from the viewpoint of the secondary schools and concluded that community attitudes are such that any system that is not based upon a public examination will have little prospect of being accepted. (SW)

ED 172 054 HE 011 391

Appalachian Professional Development Center. Final Report.
West Virginia Coll. of Graduate Studies, Institute.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007603551
Note-57p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Students, Autoinstructional Aids, Cost Effectiveness, Course Evaluation, *Curriculum Development, *Delivery Systems, Demonstration Programs, *Graduate Study, Higher Education, *Independent Study, Learning Laboratories, Noncampus Colleges, *Rural Areas, Systems Approach

Identifiers-*West Virginia College of Graduate Studies

Through support from the Fund for the Improvement of Postsecondary Education, a model for providing graduate programs to full-time employed adults residing in remote locations of southern West Virginia was designed by the West Virginia College of Graduate Studies, a college that does not have a campus. The essence of the delivery model was to establish resource centers in remote locations that would enable students to complete coursework through use of mediated and printed self-instructional materials. Courses were constructed based on a systems model for instructional development. Workshops and seminars and demonstrations of the benefits of the model were conducted to gain full college commitment to the project. Six courses were developed and implemented, and a total of 597 students participated in the courses over two years. Attitudes toward the courses were surveyed, and approximately 80 percent of students indicated a positive attitude toward the course methods. Favorable results were also obtained from a cost analysis of the project. The effect of the program on the college is discussed. Course descriptions, course enrollment data, a sample attitude assessment instrument and results of course evaluation, sample formative evaluation instruments, and cost analysis instruments are appended. (SW)

The State Board of Regents 1977-78 Annual Report of the State University and Community College System of Tennessee for the Period of July 1, 1977 to June 30, 1978.
Tennessee State Board of Regents, Nashville.
Pub Date-1 Sep 78
Note-67p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *College Faculty, College Integration, College Planning, College Programs, *Community Colleges, Construction Programs, *Degrees (Titles), Educational Finance, *Enrollment Rate, Facility Improvement, Higher Education, Library Collections, Multicampus Colleges, Salaries, School Community Relationship, State Aid, *State Colleges, Statewide Planning, Student Financial Aid, Student Personnel Services
Identifiers-*Tennessee

The State University and Community College System of Tennessee 1977-78 Annual Report provides information about the following: enrollments, graduates, faculties, libraries, academic development, desegregation efforts, public service and continuing education, student affairs, facilities development, business and finance, and planning. Basic elements of the year included: enrollments throughout the system increased by 3 percent over the previous year and the system maintained its ranking as ninth largest in the nation; fiscal support was increased; the system received an equitable share of the available state dollars; tuition and maintenance fees were not increased; system personnel were provided an average salary increase of 8.2 percent; and the General Assembly earmarked special funds for campus improvements for needed maintenance projects. Appendices include headcount enrollment data, information on degrees and certificates awarded in 1977-78 by university, data on faculty rank by degree for each university, a summary of library holdings, changes in academic units, off-campus locations of each university or college, summary of student financial aid awarded, information on construction programs, and financial data. (SW)

ED 172 656 HE 011 393

Andresen, L. W., Ed. Boud, D. J., Ed.

Aspects of Student Assessment. Proceedings of a Conference Held at the University of New South Wales, 18-20 July 1978. Tertiary Education Research Centre Occasional Publication No. 13.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Dec 78

Note-113p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Course Organization, Criterion Referenced Tests, *Educational Assessment, Essays, Evaluation Criteria, Evaluation Methods, Feedback, *Grading, Higher Education, Laboratory Training, Nongraded Classes, Plagiarism, Planning, Preservice Education, *Self Evaluation, *Student Evaluation, Student Participation, Test Results

A conference was held by the University of New South Wales, Australia, to enable staff and students to examine the purposes of student assessment, implications of various forms of assessment, and ways in which assessment might be most effectively conducted. Eric Daniels spoke on the jury system of assessment in architecture, Raja Bandaranayake spoke on the need for a rational and analytical approach to the planning of assessment, and Dixie Coulton spoke on student participation in the assessment process. Study groups considered the following areas: grading/assessment, continuous assessment, assessment as feedback to students and staff, student participation in assessment, and assessment of class participation. Workshop reports presented are: Diagnostic and Other Feedback Based on Exam Analysis,'' by Max Dunstan; Assessment of Laboratory Work,'' by Ian Sefton; Assessment in Pre-Service Teacher Education Programmes,'' by Lee Owens and David Smith; Essay Marking,'' by Stan Ross; How to Organise a Course without Grading,'' by Dave Boud; Selecting Appropriate Assessment Methods for a Course,'' by Jackie Lublin; and Criterion-Referenced Assessment,'' by Michael Bailey. A bibliography, rules of the law school on the use of the writings of others and plagiarism, and a paper on teaching the writing of academic papers by Peter Bamford are appended. (SW)

ED 172 857 HE 011 394

Boud, D. J. Gray, T. G. F.
Cultivation of Professional Engineering Skills: Development of a Tutorial Method. Tertiary Education Research Centre Occasional Publication No. 12.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
Pub Date-Nov 78
Note-34p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, *Engineering Education, Foreign Countries, Higher Education, *Job Skills, Models, *Problem Solving, Professional Education, Scientific Literacy, Skill Analysis, *Skill Development, *Teaching Methods
Identifiers-Australia, *University of New South Wales (Australia)

Skills tutorials for first year engineering students at the University of New South Wales, Australia, were introduced in order to develop an awareness of certain conceptual skills commonly exercised by practicing engineers. Particular skills include the manipulation of information in different forms, translation from one form to another, presentation of technical ideas, feasibility assessments, formulation of problems, and the use of models. The scheme also provides students opportunities to develop self-expression and to work cooperatively in a small group. The following program developments are described: formulation of aims of the exercises and the invention of problems, first trials and evaluation, and subsequent revision. A feature of the development strategy was the direct observation of the sessions and assessment of reactions and difficulties through interviews and administration of questionnaires. (SW)

ED 172 658 HE 011 397

Gee, Jerry Brooksher Kilgore, Leonard L.

Characteristics of Louisiana State University Master's Degree Graduates in School Administration and Their Perceptions of Their Academic Preparation, 1971-76. Research Report Vol. 7, No. 6, September 1977.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date-Sep 77

Note-14p.; Ed.D. Dissertation Summary, Louisiana State University, Baton Rouge

Available from-Bureau of Educational Materials and Research, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Education, College Graduates, *Curriculum Evaluation, Educational Accountability, Feedback, Followup Studies, *Graduate Surveys, Higher Education, *Masters Degrees, *Participant Satisfaction, Relevance (Education), *School Administration, Student Characteristics, *Vocational Followup

Identifiers-*Louisiana State University

A study conducted at Louisiana State University was designed to: determine demographic characteristics of master's degree graduates in school administration in order to draw conclusions concerning identifying profiles; ascertain the extent to which the graduates perceived the courses of instruction in their academic preparation as relevant to subsequent educational administrative functions; and to determine which additional courses of instruction not in the present curriculum were perceived as relevant professionally to current educational administrative function. Of the 215 questionnaires mailed to graduates in school administration, 151 usable responses were received. Based upon the findings, the following recommendations are offered: maintain the 12 courses of instruction that compose the school administration curriculum; introduce an elective course involving the study of human relations and possibly including the sociology of education and school discipline; introduce a one-semester, required administrative practicum; and introduce public speaking as an elective course. (SW)

ED 172 659 HE 011 398

Garfin, Molly, Comp.

Collective Bargaining in Higher Education. Bibliography No. 7 with Author, Subject and Title Indexes.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date-Jan 79

Note-130p.

Available from-National Center for the Study of Collective Bargaining in Higher Education, Baruch College, CUNY, New York, NY ($10.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom, Arbitration, *Collective Bargaining, *College Faculty, Court Cases, *Employment Practices, Faculty Organizations, Faculty Workload, Governance, Higher Education, Labor Legislation, Library Collections, *Personnel Policy, Private Colleges, *School Personnel, State Colleges, Teacher Salaries, Tenure

The seventh annual bibliography on collective bargaining in higher education is a selective survey of the literature of the field as it relates to faculty and nonfaculty in public and private colleges and universities. It is primarily a source of current references for 1978 but also includes pre-1978 references of particular interest at this time that were not included in earlier bibliographies. Surveyed materials include books, periodical articles, research reports, unpublished reports, speeches and noteworthy judicial and administrative agency decisions, and published bibliographies. The bibliography is arranged by subject and alphabetically by author or title within each subject. Author, title, and subject indexes are included. Access is provided to geographic areas and individual institutions as well as subdivisions of major subjects. A section is provided on a cumulation of current events citations that appeared in the five issues of the 1978 NCSCBHE Newsletters.'' Additionally, a bibliography of holdings at the Elias Lieberman Library is included. (SW)

ED 172 680 HE 011 399

Cahn, Steven M.
Education and the Democratic Ideal.
Pub Date-79
Note-111p.
Available from-Nelson-Hall Inc., Publishers, 11 North Canal Street, Chicago, IL 60606 ($13.95 cloth, $7.95 paper)
Pub Type- Opinion Papers (120) - Books (010)
Document Not Available from EDRS.
Descriptors-Academic Standards, Cognitive Objectives, College Faculty, *College Role, *Democratic Values, *Educational Objectives, *Educational Philosophy, Educational Problems, General Education, Grades (Scholastic), *Higher Education, *Liberal Arts, Student Testing, Teaching Skills

A philosophical and pragmatic critique is offered of the pedagogical dilemmas confronting the educational establishment. It is argued that higher education institutions at present have no clear idea of what a liberal arts education ought to accomplish, what its scope ought to be, and how its goals ought to be reached. The academic community is failing to provide students with a broad and enlightened program of vocational training and are failing to equip them with rudiments of critical deductive reasoning, with aesthetic sensibilities, and with a basic understanding of various intellectual disciplines. It is contended that the recipient of a liberal arts degree ought to be intellectually and articulately equipped to assume an active, informed role in the democratic process, to become a responsible contributor to the economy, and to enjoy an enriched cultural life. Present-day trends can be reversed only through a reappraisal of the aims of higher education. Recommendations for reform, which spell out a coherent and sound philosophy of higher education and endorse a traditional liberal arts curriculum, are offered. A defense of grades and examinations and a discussion of current laxities that have been associated with poor teaching, unmerited awarding of tenure, and giving of doctorates with no requirement for skill in lecturing are discussed. (SW)

ED 172 681 HE 011 470

Personnel Needs and Training for Biomedical and Behavioral Research.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-78
Contract-N01-OD-5-2109
Note-424p.; Appendices (pages 167-368) may not reproduce well due to marginal legibility
Available from-Commission on Human Resources, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports, *Behavioral Science Research, Bibliographies, Biological Sciences, College Faculty, Costs, Dentistry, Doctoral Programs, Educational Demand, Enrollment Trends, Federal Aid, Federal Legislation, *Federal Programs, Fellowships, Financial Support, Glossaries, Government Role, Graduate Medical Education, Grants, Health Services, Labor Market, *Manpower Needs, Medical Education, *Medical Research, Nursing, Post Doctoral Education, Professional Training, Research, Research Coordinating Units, Research Needs, Scientific Research, Veterinary Medicine
Identifiers-*Biomedicine, Nursing Education

The fourth in a series of annual reports assessing the role of and need for federal training programs in the biomedical and behavioral sciences is presented. Highlights of this 1978 report include: (1) the results of surveys of the chairpersons of 1,324 basic biomedical science departments and 474 behavioral science departments in Ph.D.-granting institutions; (2) some changes in the model that has been used to project future demand for doctorate-level faculty in the basic biomedical, clinical, and behavioral areas; (3) discussion of the special circumstances of the D.D.S. and D.V.M. holders in relation to supply and demand for training in the clinical sciences area; (4) an analysis of the work activities of nonclinical behavioral scientists in academic and in nonacademic settings; (5) the identification of a limited number of specific fields within the basic biomedical, behavioral, and clinical areas that warrant special attention; and (6) the results of on-site interviews with deans and faculty of schools of nursing that either have or expect soon to begin doctoral-level research training programs. Chapter One provides a statement of the objectives of the 1978 report and a synopsis of previous reports, and sets forth recommendations for federal support in each area of research training for fiscal year 1980-82. Chapters Two through Six focus on the pertinent issues and recommendations for the basic biomedical sciences, behavioral sciences, clinical sciences, health services research, and nursing research. A glossary and a large bibliography are included. Appended are: descriptions of the research award programs for fiscal year 1979; agendas of conferences on health services research; recommendations and classifications for each field; and a survey of biomedical and behavioral science departments. (BH)

ED 172 662 HE 011 471

Garber, Herbert

A Follow-up Study of Students Who Withdrew from Oswego, 1974-75.

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date-Oct 77

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Comparative Statistics, Departments, Females, Grade Point Average, Higher Education, Institutional Research, Males, Persistence, Research Projects, *School Holding Power, *State Universities, *Student Characteristics, Student College Relationship, Trend Analysis, *Undergraduate Students, *Withdrawal

Identifiers-*State University of New York Coll at Oswego, Student Retention

Students who withdrew from the State University of New York at Oswego during academic year 1974-1975 were surveyed to study the differences between them and their classmates who persisted. A sample of 52 students responded to questionnaires inquiring why they had chosen to attend Oswego, why they left early, and what their present educational plans or activities were. Characteristics of withdrawn students, showing major field of study, sex, class, grade point average (GPA), high school average, and responses to survey questions are tabulated. The results indicate that Oswego attracted substantial numbers of students who may not have intended to complete a bachelor's degree there. The average GPA of withdrawn students was 2.46, and female students left before graduation at a higher rate than male students. Only three in ten who withdrew expressed dissatisfaction with campus conditions as the main reason for leaving. Nearly eight out of every ten who left enrolled full-time at another college and 15 percent of those who left have returned to Oswego or intend to. It is suggested that from these findings the increased rate of withdrawal can be explained best by changes in the students. (BH)

ED 172 663 HE 011 473

Brown, Sylvia J. Wilson, James W.
National Assessment of Cooperative Education Training.
Northeastern Univ., Boston, Mass. Cooperative Education Research Center.
Pub Date-79
Note-199p.; Parts of appendix may not reproduce clearly
Available from-Cooperative Education Research Center, Northeastern University, Boston, MA 02115
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Faculty, *Cooperative Education, Cooperative Programs, Cost Effectiveness, Experiential Learning, *Faculty Development, Federal Aid, *Federal Programs, Government Role, Higher Education, Instructional Innovation, Program Development, School Industry Relationship, *Work Experience Programs, *Workshops
Identifiers-Office of Education, Outcomes of Education

An in-depth assessment of cooperative (co-op) education training programs is presented. For the purposes of this research, cooperative education is defined as work and school experiences designed to complement each other. Five questions are addressed: (1) Are the training programs teaching the right things? (2) Is the training being done competently? (3) What are the outcomes of training? (4) Is training reaching the people who need it? and (5) What does training cost? Data were collected from the training directors of 16 workshops that were funded by federal grants to improve instruction in cooperative education. Questionnaires were also completed by training program participants, training program faculty, employers of co-op students, and co-op personnel who had never participated in training programs. Results indicate that: co-op education training workshops should concentrate on participant outcomes and learning objectives, the workshop faculty are competent, and more workshops for experienced co-op educators should be offered. Significant outcomes of the workshops included: a better understanding of the role of the co-op coordinator, knowledge of the benefits of co-op for employers, opportunities to meet with colleagues involved in co-op education, and increased knowledge of the relationship of co-op education to career education. Recommendations for pre-workshop needs assessment, the workshop program, and post-workshop activities are provided as well as general recommendations and ideas on the role of the U.S. Office of Education in co-op education. The survey instruments and tabulated results are appended. (BH)

ED 172 664 HE 011 474

Burtner, Robert F. Tincher, Wilbur A.

A Study of Resident and Non-Resident Students at Auburn University.

Auburn Univ., Ala. Office of the Dean of Student Services.

Pub Date-Feb 79

Note-55p.; Graduate-level independent study project undertaken by the first author

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Environment, *College Students, *Commuting Students, Comparative Analysis, *Grade Point Average, Higher Education, Place of Residence, School Activities, Social Adjustment, *Student Characteristics, Student College Relationship, Student Needs, *Student Participation

Identifiers-*Auburn University AL, *On Campus Students

Problems experienced by nonresident students at Auburn University and areas in which they are receiving fewer opportunities for personal development, compared with residential students, were studied. Responses to a survey were obtained from 624 nonresident students and 223 resident students. Statistical data and a descriptive summary of the survey findings are presented concerning: general characteristics of students, financial data, academic and social life, and activities and services. The grade point averages of nonresident and resident students were almost identical. Resident students were found to be more likely to come from upper middle class or higher class homes than were nonresident students. It was found that nonresidents were less likely to form close friendships with students they did not know before comming to the university and that they dated less frequently than resident students. It appears that nonresident students are less satisfied than resident students with their social lives at the university. Campus activities in which nonresident students participate with much less frequency than resident students are listed. Recommendations concerning the planning and implementation of programs and services for nonresident and resident students are offered, and a sample survey is appended. (SW)

ED 172 665 HE 011 475

Private Higher Education: The Job Ahead.
American Association of Presidents of Independent Colleges and Universities, Rockford, Ill.
Pub Date-79
Note-28p.; Talks presented at the Annual Meeting of the American Association of Presidents of Independent Colleges and Universities (Scottsdale, Arizona, 1978)
Available from-Executive Director, AAPICU, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90265 ($3.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Freedom, *Civil Rights, *College Administration, Federal Regulation, *Government School Relationship, Higher Education, *Presidents, *Private Colleges, Private Financial Support, *School Industry Relationship
Identifiers-Academy of the New Church PA, Brigham Young University UT, Grove City College PA, Hillsdale College MI, Mississippi College

Speeches from the 1978 annual meeting of the American Association of Presidents of Independent Colleges and Universities are presented. Contents of the report are as follows: Earning Respect'' by Drew S. Days, III.; The College in Controversy: Government Relations 1978''; Until the Year 2000: Reflections of a Retired College President'' by John E. King; How a Businessman Looks at Higher Education'' by Richard L. Abbott; and The Health Hazards of the Presidency and What To Do About Them by James M. Crawford. In the first address, Drew Days, Assistant Attorney General for Civil Rights, discusses a recent controversy regarding Brigham Young University and explains enforcement of civil rights laws by the Civil Rights Division. A panel discussion with member presidents involved in government controversies involved: Alfred Acton, president of the Academy of the New Church; Charles S. MacKenzie, president of Grove City College; Lewis Nobles, president of Mississippi College; George C. Roche, III, president of Hillsdale College; and Dallin H. Oaks, president of Brigham Young University. Retired college president John E. King discusses cultural change, perceptions of trustees, and questions college presidents need to consider. Businessman Richard L. Abbott offers criticism of academic freedom at colleges and addresses the issue of financial support to higher education. Some suggestions for improving the health of college presidents is offered by James M. Crawford. (SW)

ED 172 666 HE 011 476

Juola, Arvo E.
Student Instructional Preferences and Instructional Modification.
Pub Date- 76
Note-9p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *College Students, *Course Evaluation, Educational Change, Goal Orientation, Higher Education, *Instructional Innovation, School Surveys, Seniors, *Student Centered Curriculum, Student Interests, *Student Motivation, Student Reaction, *Teaching Techniques
Identifiers-*Michigan State University

Student instructional acitivity preferences and the apparent motives and substance underlying the preferences were analyzed. An 80-item classroom activity preference scale and a 12-item reaction to innovative instructional practices scale were administered to 746 new freshmen at Michigan State University. Responses to the 12-item innovative activity scale were obtained from 1,050 seniors in the spring of 1975 as part of a four-year followup study. Both freshmen and especially seniors appear highly positive toward most of the proposed innovations in academic practices. Students appear to favor innovations in general, but apparently not if the changes proposed appear impersonal, structured, prescriptive, or essentially task-centered. The activities checked by students as undesirable appear to indicate a rejection of serious study-type instructional tasks. Rejected activities seem to be largely those designed to produce systematic coverage of the basic course content and skills with grades and quizzes. The list of activities that students indicate as desirable appears to emphasize the personal element and is only remotely concerned with learning. The items instead appear to encompass activities that give students a feeling of immediate well-being, security or identity, and freedom from prescription, structure, or demands. Questions are raised about the use of student instructional preferences as a primary guide in instructional modification. (SW)

ED 172 667 HE 011 477

Spies, Richard R.

Private Colleges: Are They Pricing Themselves Out of the Market?

Pub Date-30 Oct 78

Note-21p.; Speech presented to the College Board annual meeting (October 30, 1978); Based on a study sponsored by the Consortium on Financing Higher Education and Supported by the Alfred Sloan Foundation; Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, Caucasians, *College Choice, *Educational Finance, Educational Quality, Financial Problems, Higher Education, Minority Groups, Parental Financial Contribution, *Private Colleges, Socioeconomic Status, *Student Costs, *Tuition

Identifiers-*College Applicants

The question of whether private colleges are pricing themselves out of the market is considered. An analysis of the actual application patterns of a sample of high-ability students indicates that colleges and universities are not pricing themselves out of the market. Despite substantial increases in tuition and other fees over the last several years, expensive private institutions continue to attract large numbers of qualified applicants from a wide variety of socioeconomic backgrounds. The major determinants of college choice for high-ability students and their families seem to be the academic ability of the student and the academic reputation of the institutions. Through a combination of the family's own resources and financial aid provided by various sources, families manage to come up with the $8000 plus it takes to attend one of these schools. The finding appears to be as true for low-income and middle-income families as it is for high-income families, and even more true for minority students than for whites. It may be that this finding holds only for students near the top of the ability range of college applicants. Figures are included to show the tradeoff between cost and quality, the relationship between application rates and the student's academic ability and family income, the general relationship between application rates and family income broken down by income category, and white and nonwhite applications to selective schools. (SW)

ED 172 668 HE 011 478

Sawhill, John C.

The Liberal Education: Freeing Us From the Tyranny of Forever Learning by Trial and Error.

Pub Date-30 Oct 78
Note-21p.; Paper presented at the National Forum of the College Board (New York, New York, October 29-31, 1978); Not available in paper copy due to light type of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Majors, *College Role, Educational Objectives, Educational Philosophy, *Educational Trends, *Federal Aid, Government School Relationship, Higher Education, *Liberal Arts, *Relevance (Education), Social Problems, Specialization, Student Centered Curriculum, Student Opinion, *Values

The importance of the liberal arts for society as well as for the education of the individual is discussed in this speech. The liberal arts are integral to achieving proficiency in all disciplines; they provide the context of values in which further, specialized development takes place. Liberal education also affords a means of recognizing and utilizing the patterns of continuity that run through history, which free us from the tyranny of forever learning by trial and error. Liberal education is the vehicle by which the young acquire wisdom and skills of a civilization. Fewer students are electing to pursue courses of study in the liberal arts, and fewer required courses in these studies are being offered. The abandonment of the liberal arts raises disturbing questions not only about the role of the university but also about the foundations of society itself. In order to understand the meaning and impact of recent events affecting the decline in stature of the liberal arts, the recent past is examined. Federal aid to universities for socially-oriented programs of study, the trend toward specialization, and student demands for courses they perceive as relevant to their interests have had an impact on the liberal arts in higher education and also in the elementary and secondary schools. Reasons why liberal arts study are crucial in the face of societal developments are addressed. (SW)

ED 172 669 HE 011 479

Lambert, Linda And Others
Access of Black Americans to Higher Education: How Open Is the Door?
National Advisory Committee on Black Higher Education and Black Colleges and Universities, Washington, D.C.
Pub Date-Jan 79
Note-82p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education, Articulation (Program), Black Colleges, *Black Students, *College Bound Students, College Majors, *College Preparation, College Students, Enrollment Rate, Equal Education, Ethnic Groups, *Federal Programs, *Higher Education, Low Income Groups, Medical Students, Minimum Competency Testing
Identifiers-Law Students

Access to and participation of blacks in higher education is described, selected federal programs are discussed, and many problem areas that will require continued national, state, regional, local, and institutional attention are briefly analyzed. Information on barriers to high school completion, the type of high school preparation that blacks receive, and complications concerning the use of competency testing are briefly discussed. Data were drawn heavily from the Fall 1976 Higher Education General Information Survey (HEGIS) and the Office for Civil Rights of the Department of Health, Education, and Welfare. Statistical data are presented on black student enrollment in higher education by various types of institutions, by level of study, by major field of study, and by state. Enrollment data are provided for fall 1976 and for previous years in some tables. Medical and law school enrollment data are also provided. The scope and impact of 18 federal programs sponsored by the U.S. Office of Education that are directly or indirectly related to the issue of access are discussed. An analysis is provided of the extent to which such programs have assisted black, minority, or low-income students to gain access to and participate more fully in higher education. Information on the impact of such programs on blacks is available to only a limited degree because data on participants were not systematically collected by specific racial-ethnic group. Recommendations are included. (SW)

ED 172 670 HE 011 481

Mayo, G. Douglas, Ed.

Improving Small College Instruction Through Small Grants. J. W. Brister Library Monograph Series 10.

Spons Agency-Memphis State Univ., Tenn.
Pub Date-79
Note-91p.
Available from-Memphis State University, Memphis, Tennessee 38152
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Instruction, *College Faculty, Computers, Curriculum Development, *Educational Strategies, Educational Technology, *Faculty Development, Financial Support, *Grants, Higher Education, Institutional Research, *Instructional Improvement, *Instructional Innovation, Projects, Video Equipment

Instructional improvement projects are described that were conducted during 1978 as part of a program at Memphis State University that gives small grants to faculty members. Full-time faculty members were invited to submit proposals they believed would lead to improvement of learning in their courses and might offer broad instructional implications. Seven criteria for selection of proposals for funding are explained. The budgets for the proposals funded ranged from $300 to $1600, with a mean of $861. The projects, divided into the following five categories, are described in detail: instructional planning and development, video technology in instruction, computer technology in instruction, audio-visual support of instruction, and faculty seminar in instructional improvement. In addition to providing money, the Center for Instructional Service and Research at Memphis State also helps faculty members conduct each project through systematic course development, development of instructional aids, application of educational technology, and design of evaluation plans. (BH)

ED 172 671 HE 011 482

Gray, Robert G. And Others
Student-Outcomes Questionnaires: An Implementation Handbook.
College Entrance Examination Board, New York, N.Y.; National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date-79
Note-213p.; Not available in paper copy due to small print
Available from-National Center for Higher Education Management Systems, P.O. Drawer P., Boulder, Colorado 80302
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Colleges, College Students, Community Colleges, Data Collection, *Evaluation Methods, Higher Education, *Information Needs, Information Systems, Institutional Research, Junior Colleges, Statistical Analysis, *Student Characteristics, Universities
Identifiers-*Student Outcomes Questionnaire, *Student Outcomes Questionnaire Service

The Student Outcomes Questionnaire and the Student Outcomes Information Analysis Service (SOIS) developed by NCHEMS and the College Board are discussed. The term, student outcomes,'' is defined as the consequence of a student's enrollment in an educational institution and involvement in its programs. The importance of this type of information is discussed. General information and guidelines for using the questionnaire and the SOIS are presented. The SOIS provides services that include: (1) a plan for collecting student outcomes information and integrating it into a student outcomes information system; (2) general guidelines for conducting studies to obtain cross-sectional or longitudinal student outcomes information at the postsecondary level; (3) specific questionnaires for conducting student surveys; and (4) a question response-analysis service that provides computer printouts of analytical information. Questionnaires and services are provided for both two- and four-year institutions. Plans for developing and administering the questionnaires are provided as well as recommendations for developing a student outcomes data collection plan; using the SOIS Questionnaire Analysis Service; coding, processing, and analyzing the data; and interpreting the results. Appended are the two-year colleges questionnaires, the four-year colleges and universities questionnaires, samples of survey results, and questionnaire keypunching formats. (BH)

ED 172 872 HE 011 483

Degrees and Other Formal Awards Conferred. Kentucky Colleges and Universities 1978.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date-78

Note-74p.; Not available in paper copy due to marginal legibility of original document

Available from-Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, Kentucky 40601

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Associate Degrees, Awards, Bachelors Degrees, Business Administration, Business Education, College Majors, Community Colleges, Comparative Statistics, *Degrees (Titles), Departments, Doctoral Degrees, *Enrollment, Graduate Study, *Higher Education, Institutional Characteristics, Junior Colleges, Masters Degrees, *Private Colleges, *State Colleges, *State Surveys, State Universities, Theological Education, Undergraduate Study

Identifiers-*Kentucky

Degrees and formal awards conferred by Kentucky institutions of higher education during the 1977-1978 fiscal year are listed in this summary. A total of 20,944 degrees and awards were conferred by independent and state-supported Kentucky colleges and universities. State-supported institutions conferred 17,708 degrees and formal awards including: 8,978 baccalaureate, 4,285 masters and specialist, 159 doctoral, and 908 first-professional degrees. These institutions also conferred a total of 1,399 associate degrees. The remaining 1,979 associate degrees were conferred by the 13 University of Kentucky community colleges. Independent colleges and universities conferred 3,236 degrees including 2,223 baccalaureate, 434 masters and specialist, and 175 associate degrees. Four hundred and four associate degrees and formal awards were conferred by the seven independent junior colleges in Kentucky. Data are also included for eight business colleges, four graduate seminaries, and one undergraduate seminary. The data are tabulated by institution and by degree field. (BH)

ED 172 673 HE 011 485

Moen, Norman W.

The History and Prospects of General College 1932-1982. General College Newsletter, Vol. XXV, No. 4.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-Jun 79

Note-17p.

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, College Planning, Curriculum Planning, Educational History, Educationally Disadvantaged, Educational Objectives, Faculty Development, *General Education, Higher Education, Institutional Characteristics, Institutional Research, Instructional Innovation, *Liberal Arts, *Nontraditional Students, *Open Enrollment, Projects, *State Universities, Undergraduate Students

Identifiers-General College MN, *Institutional History, *University of Minnesota

General College, an independent unit of the University of Minnesota, is described in this application for funds and associate status as a participant in Project IV of the Fund for the Improvement of Postsecondary Education. The college is an urban, open admissions school that focuses on the interdisciplinary and liberal arts component of the undergraduate curriculum. Various certificates, the associate of arts degree, and two baccalaureate degree programs are offered by the college. The importance of the open admissions policy in helping the college serve persons who are disadvantaged by traditional student practices or who would be excluded from higher education by conventional student selection/retention policies is discussed. Low tuition and utilitarian courses of study add a unique dimension to the program at General College. The history and future prospects of the college since 1932 are divided into three periods: formative years (1932-1942); war years (1942-1970); and the outreach years (1970-1980). The important characteristics and developments of each period are discussed. A four point proposal that would be implemented as part of General College's involvement in Project IV includes: (1) restructuring of the General College program; (2) intensification of the research and testing program; (3) orientation of tenure-track faculty to general/liberal education; and (4) expansion of reports on general/liberal education at General College. Each aspect of the proposal is described and the role that General College can play in the support and development of general education programs is discussed. (BH)

Galambos, Eva C.

Supply and Demand for Registered Nurses in the South, 1985.

Spons Agency-Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-44p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, Certification, Demand Occupations, Educational Demand, Education Work Relationship, Employment Opportunities, *Enrollment Projections, *Enrollment Trends, Futures (of Society), Health Occupations, Health Personnel, Higher Education, *Job Market, *Manpower Needs, Manpower Utilization, Masters Degrees, *Nurses, Nursing, Professional Education, Professional Occupations, Southern States, Statistical Analysis, Trend Analysis
Identifiers-*Nursing Education

Projections of supply and demand for registered nurses (RNs) through the 1980's are presented with specific reference to the 14 southern states. The importance of manpower projections and studies for registered nurses is emphasized in light of figures that show the number of graduates from entry-level programs in the southern states has doubled since 1970. Enrollment trends for associate, baccalaureate, and graduate nursing programs are provided as well as ratios of employed nurses to 100,000 population for each southern state. It is suggested that the manpower outlook for registered nurses will be seriously affected by at least three important influences: (1) aspirations of registered nurses; (2) the shape of the health care delivery system; and (3) the pressure on the entire health industry to contain costs. National projections of nursing supply and requirement balances are discussed using statistics from three federally-funded research projects: (1) the Pugh-Roberts Study, (2) Dosie Projections; and (3) the WICHE Nursing Project. Based on the results of these projects, it is concluded that when states estimate requirements on the basis of need, the results point to a shortage and when based on extrapolation of current RN staffing patterns and utilization rates of health service, the results point to a surplus of RNs. Policy perspectives on the situation are discussed. It is recommended that shortages caused by uneven distribution be remedied and a set of competencies for various employment settings that relate to corresponding differences in baccalaureate versus degree training be developed. (BH)

ED 172 675 HE 011 490

Moots, Philip R. Gaffney, Edward McGlynn, Jr.

Church and Campus: Legal Issues in Religiously Affiliated Higher Education.

Notre Dame Univ., Ind.

Pub Date-1 Jul 79

Note-208p.

Available from-University of Notre Dame Press, Notre Dame, Indiana 46556 ($12.95 cloth, $7.95 paper)

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Academic Freedom, Admission (School), *Church Related Colleges, *Constitutional Law, Court Litigation, Discipline, Employment Practices, Governing Boards, *Government School Relationship, Higher Education, *Legal Problems, *Legal Responsibility, Nonprofit Organizations, Parochial School Aid, Private Colleges, Public Facilities, State Aid, Trustees

Legal issues confronting religiously-affiliated colleges and other nonprofit institutions are discussed in this study prepared by the Center for Constitutional Studies at the University of Notre Dame. Legal and structural relationships between colleges and religious bodies that are discussed include: governing documents, governing boards, principal officers, and budgets and assets. Liability issues ascending liability and individual trustee liability are examined. It is emphasized that if a religious body chooses to be involved in the life of a college or university, the leaders of colleges and religious bodies should have a clear understanding of the legal consequences of their relationships. Public financial assistance, the exercise of religious preference in employment policies, academic freedom, student admission and student discipline, use of publicly-funded facilities, and property relations are discussed as they relate to church-related colleges. Further research examining regulation of a religion and religiously-affiliated higher education is recommended as well as examination of the constitutional status of church-related colleges and universities. Appended are three papers: The Present State Of Roman Catholic Canon Law Regarding Colleges and Sponsoring Religious Bodies (James E. Coriden and Frederick R. McManus); Property Relationships: The United Methodist Church and United Methodist Related Colleges (Kent Weeks); and Property Relationships of Southern Baptist Colleges (Preston H. Callison). (SF)

ED 172 676 HE 011 491

Parker, Garland G.

Collegiate Enrollments in the U.S., 1978-79. Statistics, Interpretations, and Trends in 4-Year and Related Institutions.

Spons Agency-American Coll. Testing Program, Iowa City, Iowa.

Pub Date-79

Note-94p.

Available from-ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($2.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Church Related Colleges, *College Faculty, College Students, Community Colleges, Comparative Statistics, Definitions, Departments, *Enrollment Rate, Enrollment Trends, Females, Freshmen, *Full Time Faculty, *Full Time Students, Graduate Study, *Higher Education, Institutional Characteristics, Junior Colleges, Males, *National Surveys, Private Colleges, Professional Education, Public Education, State Colleges, Statistical Analysis, Upper Division Colleges

The 59th in a series of reports on national collegiate enrollments, this report includes statistics, interpretations, and trends in enrollment in four-year and related institutions for 1978-79. The institutions surveyed included four-year and upper division colleges, universities, and other baccalaureate degree-granting schools, graduate, professional, and theological schools; and those two-year collegiate-level institutions administered by the institutions in the above categories. Total enrollment for the year showed a decrease of .3 percent. The loss occurred primarily in public institutions. Total full-time student enrollment was down .9 percent for 1978-79 while part-time enrollment was up by 1 percent. When the results of this study are interrelated with those of two-year college studies, the reported grand total in all 2,588 collegiate-level responding institutions was 10,625,562. Enrollment projections are also discussed and a glossary of terms is provided. (SF)

ED 172 677 HE 011 494

Garber, Herbert Paradiso, William
Changes in Department Expenditures Over Three Recent Academic Years at SUNY, College at Oswego.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-May 76
Note-9p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, *Departments, *Educational Finance, Higher Education, Institutional Evaluation, *Institutional Research, Operating Expenses, Productivity, *Program Costs, *State Colleges, Unit Costs
Identifiers-*State University of New York Coll at Oswego

Changes in costs and returns for academic departments at the State University of New York at Oswego were studied over the three academic years and corresponding fiscal years of 1972-73 through 1974-75. The following questions were addressed: how much was spent within each department; what was the cost per student semester hour generated in each department; and in what ways have these costs changed over the last three years? It was found that 11.95 percent more money was spent by all academic departments in 1974-75 than was spent in 1972-73, and that the cost per student semester hour increased 1.62 percent. A significant gain in instructional productivity is evident. Some departments experienced increased unit costs but in a few cases their cost per student semester hour generated remained below the college average. It was found that fluctuations from year to year are quite marked and can change the productivity status of a given department in significant ways. Statistical tables are included. (SW)

Ellis, Susanne D.
Enrollments and Degrees. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
Report No.-AIP-R-151.16
Pub Date-Feb 79
Note-9p.
Available from-American Institute of Physics, 335 East 45 Street, New York, NY 10017
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Astronomy, Bachelors Degrees, College Majors, Doctoral Degrees, *Enrollment Rate, *Graduate Study, Higher Education, Masters Degrees, *Physics, *Undergraduate Study

The annual Survey of Enrollments and Degrees includes 820 degree-granting physics and astronomy departments, 31 of which grant both physics and astronomy degrees. Data are presented on the following areas: physics degrees awarded by academic year, 1968-78; number of institutions by highest physics degree offered, 1974-79; physics enrollments and degrees awarded by academic year 1968-79; undergraduate and graduate enrollments and degrees by institution type, 1968-79; introductory physics enrollments in physics-degree-granting institutions by geographic region, 1974-79; introductory physics enrollments, 1978-79; actual and projected number of undergraduate physics majors; undergraduate physics majors by geographic region and type of institution, 1978-79; full-time and part-time graduate physics enrollment by type of institution, 1973-79; physics degrees by type of institution and geographic region, 1977-78; actual and projected number of physics doctorates granted, 1965-1983; number of physics bachelor's degrees and doctorates granted by sex and minority group status, 1977-78; astronomy enrollments 1978-79 and degrees 1977-78 in separate and combined departments; and astronomy enrollments 1978-79 and degrees 1978-79 by type of institution. (SW)

ED 172 679 HE 011 497

The Case for the Charitable Deduction: A Deduction, Not a Credit. A Guide to Tax Policy and Higher Education. Tax Studies Paper No. 3.

American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.; Council for Advancement and Support of Education, Washington, D.C.; National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.
Pub Date-Jun 79
Note-10p.
Available from-Office of Research, National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., No. 503, Washington, DC 20036 ($.75)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Economic Factors, *Educational Finance, *Financial Problems, Higher Education, *Income, *Private Financial Support, *Taxes

Reasons for continuing to allow the charitable deduction for income tax purposes rather than changing to a tax credit equal to 30 percent of a person's charitable donations are presented. It is projected that support for certain charities, primarily colleges and universities, would decline after implementation of a tax credit system. The current financial crisis in higher education and the role of voluntary support to institutions are discussed. Theoretical arguments against substituting a tax credit for charitable deduction are offered. The view of charitable deduction as a tax subsidy is contested, and the tax credit is viewed as less equitable than the deduction. It is proposed that a tax credit substitution would substantially reduce giving by high income individuals to make gifts. A tax credit for charitable contributions would increase the disposable income of the wealthy, decrease the income of middle- and lower-income individuals, and result in a less progressive distribution of income than with a charitable deduction. It is concluded that the proposal to substitute a tax credit for the charitable deduction is as a matter of tax theory questionable, is as a matter of tax policy less equitable than the deduction, and is as a practical matter unacceptable. (SW)

Garber, Herbert
Students Who Withdrew from Oswego During 1975-76.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-May 77
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Attendance, Degrees (Titles), *Graduation, Higher Education, Institutional Research, *School Holding Power, *State Colleges, *Student Characteristics, Trend Analysis, *Undergraduate Students, *Withdrawal
Identifiers-*State University of New York Coll at Oswego

Characteristics of students who withdrew from the State University of New York (SUNY) College at Oswego during 1975-76 were studied to determine if previously studied trends are continuing. Data are provided on the withdrawal rate for each undergraduate class, by sex, and by college major. The size of the freshman class and the numbers of degrees granted four years later are examined for Oswego and 11 comparable SUNY colleges. It was found that about 12 percent of registered full-time undergraduate students officially withdrew from college during 1975-76. This is a two percent increase over the previous year. The largest degree programs lost fewer students, in the aggregate, than did the total college. Women undergraduates continue to leave in good standing at a substantially higher rate than do men students. Although students continue to withdraw in slightly increasing numbers, the production of degrees continues to exceed the numbers of freshmen who entered four years earlier. Other similar SUNY units have the same experience. (SW)

ED 172 681 HE 011 499

Garber, Herbert
Changes in Degrees Granted at Oswego Over Five Years, 1972-76.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-May 77
Note-11p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Majors, Comparative Analysis, *Degrees (Titles), Higher Education, Institutional Evaluation, Liberal Arts, *State Colleges, *Transfer Students, *Undergraduate Study
Identifiers-*State University of New York Coll at Oswego

Changes in undergraduate degree production from 1972-76 at the State University of New York (SUNY) at Oswego were studied. The college has moved steadily toward becoming a multipurpose liberal arts college and it serves a sizeable number of students who begin their post-high school careers in community, agricultural, and technical units of SUNY. Data are presented concerning the extent to which the division of arts and sciences has been granting an increasing proportion of total degrees conferred. Proportional increases and decreases in degrees granted between 1972 and 1976 are shown for Oswego College, all of SUNY, and the entire state. It is recommended that the needs of transfer students be analyzed. (SW)

ED 172 682 HE 011 501

Garber, Herbert
The Cultural-Economic Impact of the State University College at Oswego.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-Sep 70
Note-35p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Change, *Cultural Environment, *Economic Change, *Educational History, Higher Education, *Institutional Characteristics, *Local History, *School Community Relationship, *State Colleges
Identifiers-*State University of New York Coll at Oswego

The economic and cultural impact of the State University of New York (SUNY) at Oswego on the local economy is reviewed. The following areas are covered: the community in historical perspective (1861-1970); the college in historical perspective (1861-1970); changes in the size, nature, and structure of the community, 1950-70; and growth of the college as a unit of SUNY and the economic and cultural impact on years; capital construction expenditures within time intervals; operating budget for selected years; student expenditures for selected years; expenditures for FSA, salaries, supplies, and expenses; funds received from the research foundation of SUNY for selected years; student financial aid information; population of the city of Oswego for selected years; employment in Oswego County for selected years compared to college employment; and changes in degrees granted, 1968-70. (SW)

ED 172 683 HE 011 502

Kleppick, Annabelle L. And Others

Final Report on the Development of a Baccalaureate External Degree Program in Health Services Administration With a Major in Long Term Care Administration.

Pittsburgh Univ., Pa. Graduate School of Public Health.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date- 78

Contract-N01-MB-44185

Note-97p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Education, *Bachelors Degrees, *Curriculum Development, Educational Objectives, *External Degree Programs, *Health Services, Higher Education, Institutional Administration, *Nursing Homes, Program Development, Residential Care, Undergraduate Study

Identifiers-Nontraditional Education, *University of Pittsburgh PA

A project undertaken at the Graduate School of Public Health of the University of Pittsburgh to develop an undergraduate external degree program in health services administration with a major in long-term care administration is described. Program activities were designed to: develop a work plan, identify the parameters of knowledge and skills needed by administrators of long-term care institutions, review existing courses relevant to the broad knowledge and skill components required, modify and expand existing courses that can be used in the external degree program, select trainees and test the effectiveness of the program, publicize the program, and evaluate the new program. An addendum to the report considers cost components of nontraditional and traditional programs. Appendices include course guides on human relations and health and society, a sample student educational record form, a sample study plan, a summary description of the degree program, and a summary description of a similar program offered by Virginia Commonwealth University. (SW)

ED 172 684 HE 011 503

Bevan, William
Graduate Education for the Earthquake Generation.
Pub Date-23 Apr 79
Note-18p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Opportunities, Doctoral Degrees, Employment Opportunities, *Employment Trends, *Enrollment Trends, *Graduate Study, Higher Education, *Post Doctoral Education, *Professional Development, Research Opportunities, Student Financial Aid, Trend Analysis

The nature of graduate education, the job market, and the problem of institutional self-renewal are considered. Trends of leveling off of graduate enrollment and of Ph.D. production and a dramatic increase in the level of postdoctoral training have occurred. The oversupply of Ph.D.-producing institutions and the need for financial support of graduate students so that institutions can maintain viable training programs are noted. Federal training support has continued to be reduced, and as financial support for students has shrunk, institutional costs have increased. Statistics illustrating increased costs in college operations are cited. Two other problems that threaten the job market and the future of graduate programs reside in the projections of the probable size of the student pool and the demography of the typical faculty. Statistics outlining the nature of these problems are cited. A flexible integration of the historical strengths of liberal education with the strengths of the professional school is proposed. The need for diversity in the advanced years of predoctoral training as well as in postdoctoral education, and the need to consider the private sector for new research and career opportunities are noted. (SW)

ED 172 685 HE 011 504

Kleppick, Annabelle L. Hiller, Marc D.

Transferring Academic Credits Among Different Institutions: An Example of Policy at the University of Pittsburgh.

Pittsburgh Univ., Pa. Graduate School of Public Health.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date- 78

Contract-N01-MB-44185

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advanced Placement, *College Credits, *Equivalency Tests, Higher Education, Transfer Policy

Identifiers-*University of Pittsburgh PA

Current policies and practices governing the transfer of credit at the University of Pittsburgh were reviewed. Both the general policies of the university and the specific policies of the School of General Studies, the degree granting unit, were included for study. Consideration has been given to expediting the progress of mature adults through the degree program by enabling them to benefit from their former education. A university manual defines how credits are transferred by transcript and what is meant by advanced standing'' and advanced placement.'' Determination of the transferability of credits is considered an academic responsibility of specific departments. Policies of the School of General Studies on the process of transferring credits, advanced placement and/or credit by examination, and alternative methods through which credit may be awarded toward a baccalaureate degree are outlined. The need for higher education institutions to have centralization and delineation of procedures for determining the acceptance of previously earned credits is stressed. (SW)

ED 172 686 HE 011 505

Garber, Herbert And Others

Project Electives of Gifted and Regular Students Under the New Curriculum.

State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-Jan 76
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability, *College Curriculum, *College Majors, *College Students, *Elective Courses, *Grade Point Average, Higher Education, Persistence, School Holding Power, Sex Differences, State Colleges
Identifiers-*State University of New York Coll at Oswego

Student course selection under a new curriculum at the State University of New York College at Oswego was studied. A second study objective was to determine whether there were differences in breadth of study between students who differed in academic promise as freshmen. Four years after entering the college, over half the students in the class of 1975 had earned a bachelor's degree. Male high-promise students (the top seven percent of entering freshmen) persisted to graduation at the highest rate, and female high-promise students experienced the lowest persistence rate. High-promise students majored in the physical sciences, mathematics, and communications studies significantly more often than did the regular undergraduates in their class. Biology, education, foreign languages, and social sciences (excluding psychology) attracted relatively few high-promise students. There was no significant difference between the high-promise and regular students in the selection of electives and general distribution requirements from each of 15 disciplines. First semester grade point average was determined to be an excellent predictor of cumulative grade point average. (SW)

ED 172 687 HE 011 506

Student Consumer's Guide. Six Federal Financial Aid Programs, 1979-80.
Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-24p.
Available from-U.S. Office of Education, 400 Maryland Avenue, Washington, DC
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Federal Aid, *Financial Support, Higher Education, *Student Financial Aid, Student Responsibility, Student Rights
Identifiers-Basic Educational Opportunity Grants, College Work Study, Guaranteed Student Loan Program, Health Education Assistance Loans, National Direct Student Loan Program, Supplemental Educational Opportunity Grants

Guidelines for students seeking financial aid are provided for six federal programs. General information about seeking financial aid and rights and responsibilities of the student as consumer are outlined. The following federal aid programs are covered: the Basic Educational Opportunity Grant Program, the Guaranteed Student Loan Program, the Health Education Assistance Loan Program, the Supplemental Educational Opportunity Grant Program, National Direct Student Loan Program, and the College Work-Study Program. The last three programs are campus-based. Sources of information on the Guaranteed Student Loan Program are also listed. (SW)

ED 172 688 HE 011 507

Rice, R. Eugene Davis, Michael L.

Program Coordination of Academic Planning and Professional Development. Final Report.

University of the Pacific, Stockton, Calif.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-1 Mar 79
Note-149p.
Available from-University of the Pacific, Stockton, CA 95211
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Education, *College Curriculum, College Faculty, *Educational Coordination, Educational Innovation, *Educational Planning, *Faculty Development, Faculty Fellowships, Higher Education, Incentive Grants, *Instructional Improvement, *Professional Development, Sabbatical Leaves
Identifiers-*University of the Pacific CA

The final report is presented of the University of the Pacific's Program for the Coordination of Academic Planning and Professional Development. The program has the following objectives: to facilitate personal and professional growth of faculty; dispense teaching incentive awards and research grants; administer faculty development leaves; generate resources for the improvement of teaching/learning; extend faculty and staff participation in institutional planning; develop coherent programs across schools, colleges, and departments; assess program needs through institutional research; plan cost effective innovation; maintain accurate and current information for planning; and reallocate faculty resources to provide for full use of faculty. Critical issues involved in coordination, the nature of the programmatic areas, and the future of the program at the university are discussed. An external evaluation report conducted by Stephen C. Scholl is presented and appendices include the following information: guidelines for programs; summaries of 1977-78 faculty development leave projects, teaching incentive award projects, and scholarly activities; information about faculty development workshops; admissions, retention, financial aid, and enrollment distribution data; institutional goals inventory: and a report to the college president from the Special Committee to Consider the Cluster Colleges. (SW)

ED 172 689 HE 011 508

Special Problems of Institutional Researchers.
Center for Educational Management Studies, Honolulu, Hawaii.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Report No.-CEMS-3
Pub Date-Jan 78
Note-37p.
Available from-Center for Educational Management Studies, University of Hawaii, 2444 Dole Street, Room 205, Honolulu, HI 96822
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, *Data Collection, Higher Education, *Institutional Research, *Interprofessional Relationship, Private Colleges, *Researchers, *Research Problems, Role Perception, Teacher Attitudes

Papers from a forum sponsored by the Association for Institutional Research address the role problems of institutional researchers and the special position of institutional research in institutions of higher education and the issues that lead to conflict between institutional research, data gathering activities, and the faculty. In Dilemmas in Institutional Research,'' Martin Trow explores the function and characteristics of the data gathered by institutional researchers, how it is used and how it affects relationships between and among the various component bodies in higher education. In The Faculty and Institutional Research Perspectives from a Private College,'' Jack E. Rossmann provides insights into the attitudes toward institutional research at a small private college. In Faculty Perceptions of the Institutional Research Function: What's a Nice Person Like You Doing in a Place Like This?,'' Ann Marie Haase and Warren Gulko report on a study that gives descriptive information on faculty perceptions of institutional research. In Academicians and Analysts: Allies or Antagonists?,'' Joe L. Saupe identifies four potential sources of conflict between academicians and analysts and provides 10 suggestions on how to reduce the antagonism between faculty members and institutional researchers. (SW)

Plourde, Paul J.
Experience With Analytical Models in Higher Education Management.
Massachusetts Univ., Amherst.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Report No.-CEMS-1
Pub Date-Jun 76
Note-105p.
Available from-Center for Educational Management Studies, University of Hawaii, 2444 Dole Street, Room 205, Honolulu, HI 96822
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Administration, *Computer Oriented Programs, Decision Making, Educational Planning, Higher Education, *Long Range Planning, *Management Information Systems, *Models, Questionnaires, Systems Approach, *Use Studies
Identifiers-CAMPUS Simulation Model, HELP/PLANTRAN Model, RRPM Model, SEARCH Model

A study on modeling systems was conducted to examine the extent of model use and the usefulness of the analytical models currently available. Specific study objectives were to identify: the users of some of the most frequently used modeling systems, the reasons for the selection of particular models, the problems and successes of implementation, user perceptions of the usefulness of models in decisionmaking and planning, and user perceptions of the likelihood of future use of models in institutions of higher education. A questionnaire was sent to project leaders to determine the selection process, objectives, implementation problems, and current and future use. A second questionnaire was directed to academic and financial administrators and focused on model-selection, objectives, and future use. A total of 394 institutions were identified as having access to one of the four modeling systems (CAMPUS, HELP/PLANTRAN, RRPM, and SEARCH). Representatives of 199 of the 394 institutions responded to the first questionnaire, and 132 representatives responded to the second questionnaire. It was found that there is considerably more willingness to rely on models for long-range planning than for day-to-day decisionmaking. A comparison of the responses of the two groups is made, findings are analyzed by institutional classification, and successes and problems are discussed. Sample questionnaires and a bibliography are included. (SW)

ED 172 691 HE 011 510

Chew, Robert L.

A Simulation Model for Graduate-Education Planning in the University.

Massachusetts Univ., Amherst.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Report No.-CEMS-2

Pub Date-Oct 76

Note-62p.

Available from-Center for Educational Management Studies, University of Hawaii, 2444 Dole Street, Room 205, Honolulu, HI 96822

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Oriented Programs, Educational Assessment, *Educational Planning, *Graduate Study, Higher Education, *Long Range Planning, *Models, Systems Approach

A computer simulation model for graduate education long-range planning is presented, and the national, state, and institutional forces acting on graduate education are examined. The model was designed to show the causal relationships between three major interdependent academic program elements within a large public university: undergraduate education, graduate education, and research. The Graduate Education Planning Model has been applied to the University of Amherst, both at the campus-wide graduate school level and at the smaller department/school level. The model's emphasis is on the institutional resources (students, staff, and budgets) that are directly reflected in the academic program, where parameters have been selected to allow the model to be applied either to an academic department or to the entire university's combined academic programs. The computer program is written in the FORTRAN Language and the model is based on the system dynamics approach. A bibliography is included. (SW)

ED 172 692 HE 011 511

Soberman, Daniel A. And Others
Collective Bargaining in Higher Education.
Center for Educational Management Studies, Honolulu, Hawaii.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Report No.-CEMS-4
Pub Date-Oct 78
Note-41p.
Available from-University of Hawaii, 2444 Dole Street, Honolulu, HI 96822
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Collective Bargaining, *College Faculty, Foreign Countries, *Governance, Higher Education, *Information Systems, *Unions
Identifiers-Canada, Ireland, Laval University (Canada), United Kingdom

Papers are presented from a seminar on collective bargaining in higher education sponsored by the Center for Educational Management Studies of the University of Hawaii. The seminar was designed to address the similarities and differences among various countries and to draw on the experiences of Canada and Europe as they may relate to collective bargaining in U.S. colleges and universities. The Canadian viewpoint is provided by Daniel A. Soberman in Faculty Unions What Do University Professors Want?'' The protracted and difficult dispute at Laval University in the Fall of 1976 is discussed in the paper. In Collective Bargaining in the British Isles,'' Aidan Duggan provides insight to the British and Irish experience. In Collective Bargaining The Faculty Perspective,'' Richard O'Neill provides a perspective of organized labor in the United States. In Collective Bargaining Impact on Management, Governance, and Information Systems,'' George S. Tracz addresses concerns of the institutional researcher and data provider in relating the experiences of collective bargaining to the data implications for the institution. (SW)

Jenny, Hans H.
Financial Viability of Institutions. Issues in Post-Secondary Education.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-79-354
Pub Date- 79
Contract-300-77-0418
Note-89p.; Prepared by Lawrence Johnson and Associates, Inc.
Available from-National Center for Education Statistics, 400 Maryland Avenue, Washington, DC
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Data Collection, *Educational Finance, Educational Policy, Federal Legislation, Federal Regulation, *Financial Policy, *Government School Relationship, Higher Education, Institutional Evaluation, *Postsecondary Education, Productivity, Research Needs, State Legislation, *Statistical Studies
Identifiers-*Postsecondary Education Core Design Project

Financial viability in postsecondary education is considered as part of the Postsecondary Education Core Design Project sponsored by the National Center for Education Statistics. Financial viability is defined within the scope of postsecondary education, and key policy issues at the national, state, and institutional levels are identified. Implications for data production and recommendations for ongoing statistical work are addressed. Types of data to be collected for financial viability studies include student enrollment and financial aid data, institutional financial status data, and academic program and activity data. Research needs at the federal level concern: access, choice, and pricing; productivity in postsecondary education; the cost of complying with federal and state legislation and administrative regulations; and capital requirements. At the state level it is recommended that studies be undertaken that describe how the various state planning procedures are functioning and how the states are dealing with the public-private college and university issue. Sample data collection aids, a brief summary of the literature, and an annotated bibliography are appended. (SW)

ED 172 694 HE 011 515

Sanford, Timothy R.

Persistence to Graduation Patterns Among Freshmen Entering the University of North Carolina at Chapel Hill, 1967-72. An Analysis of Variation in Graduation Rates Considering Race, Sex, SAT Scores, Predicted Grade Point Averages, and Final Grade Point Averages.

North Carolina Univ., Chapel Hill. Office of Institutional Research.

Pub Date-Mar 78

Note-37p.; Paper presented at a drive-in conference of the North Carolina Association for Institutional Research (Chapel Hill, North Carolina, March 31, 19

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Freshmen, *College Graduates, Comparative Analysis, *Enrollment Influences, *Graduation, Higher Education, *Institutional Research, *Longitudinal Studies, Predictor Variables, School Holding Power

Identifiers-*University of North Carolina Chapel Hill

Students entering the University of North Carolina at Chapel Hill as freshmen in 1967-72 were followed for approximately six years after their initial enrollment to determine the number who received their bachelor's degrees from the institution. For all six freshmen classes combined, 49.9 percent received their degrees within four years, 64.8 percent graduated within five years, and 67 percent graduated within six years. Women were more likely to graduate and to take somewhat less time to graduate than men. Black students had lower graduation rates than white students, but the rates for blacks have been rising. Students who scored higher on the Scholastic Aptitude Test were more likely to graduate and to graduate earlier than students with lower scores. Students with higher predicted grade point averages tended to take less time to graduate, but they were less likely to graduate than students with lower predicted grades. Students who earned higher grades tended to take less time to graduate. Data on graduation rates from other institutions and the results of national surveys are included for comparison. (Author/SW)

ED 172 695 HE 011 516

Description and Documentation of the Dental School Dental Delivery System.

Chase, Rosen and Wallace, Inc., Alexandria, Va.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry.
Report No.-HRA-78-56
Pub Date-78
Contract-HRA-231-76-0032
Note-84p.; Appended samples of patient record forms may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Delivery Systems, *Dental Clinics, *Dental Schools, Flowcharts, Health Services, Higher Education, *Institutional Characteristics, Institutional Evaluation, School Visitation, *Systems Approach

A study was undertaken to describe and document the dental school dental delivery system using an integrated systems approach. In late 1976 and early 1977, a team of systems analysts and dental consultants visited three dental schools to observe the delivery of dental services and patient flow and to interview administrative staff and faculty. Although the schools visited were selected to be reasonably representative, they do not constitute a statistically significant sample. Based on individual site-visit reports, information was synthesized to form a composite dental school dental delivery system description. Contents of the report are as follows: historical information on the dental school delivery system and information on the schools visited; a broad systems overview of the composite system and the components that make up the system; a discussion of the major characteristics of the system (organization, funding, services, effectiveness, efficiency, and quality assurance); and discussion of each element of the delivery system and of the flowchart that describes the composite system, as viewed from the perspective of the patient. Appendices include: the flowchart describing the patient flow through the system, examples of some typical patient record forms, a tabulation of clinic fees, and a bibliography. (SW)

ED 172 698 HE 011 517

Annual Report of the South Carolina Commission on Higher Education, January, 1979.
South Carolina Commission on Higher Education, Columbia.
Pub Date-Jan 79
Note-108p.
Available from-South Carolina Commission on Higher Education, 1429 Senate Street, Columbia, SC 29201
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Degrees (Titles), Educational Finance, Enrollment Rate, Federal Aid, Health Education, Higher Education, Management Information Systems, *Planning Commissions, *Private Colleges, *State Agencies, *State Colleges, *State Programs, Statewide Planning, Student Financial Aid, Student Teacher Ratio, Teacher Salaries, Tuition
Identifiers-*South Carolina Commission on Higher Education

The 1977-78 fiscal year annual report of the South Carolina Commission on Higher Education is presented. The following topics are addressed: changes in commission membership, federally funded programs, the South Carolina Postsecondary Education Planning Commission (the 1202 commission), program approvals, health education, licensing non-public institutions, student financial assistance programs, higher education management information system, computer advisory committee, state appropriations for colleges and universities, capital improvements, summary of fiscal year 1977-78 expenditures of the commission on higher education, and legislation affecting higher education. A list of commission publications since January 1, 1976 and appendices on the following information are included: degrees awarded, enrollment, student/faculty data comparisons, teacher salaries, revenues and expenditures, tuition and fees, full-time equivalent employees, and members of state committees. (SW)

ED 172 697 HE 011 518

Toward an Understanding of Bakke.

Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-May 79
Note-193p.; Some small print may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Access to Education, Admission (School), *Affirmative Action, Constitutional Law, Court Doctrine, Discriminatory Legislation, Educational Discrimination, Equal Education, Equal Opportunities (Jobs), *Federal Legislation, Higher Education, Policy Formation, Public Policy, Racial Discrimination, *Reverse Discrimination, Selective Admission, Sex Discrimination, *Supreme Court Litigation
Identifiers-*Bakke v Regents of University of California, Powell (John)

The complete text of the Bakke decision and the Equal Employment Opportunity Commission's voluntary affirmative action guidelines are presented. Also included are: Statement by the U.S. Commission on Civil Rights on Affirmative Action; Presidential Memorandum on Affirmative Action Programs; and the United States Commission on Civil Rights Statement on Affirmative Action. These documents outline national policy with respect to affirmative action in education and employment. An introductory statement explains the diverse opinions of the Supreme Court that permit institutions of higher education to use race and national origin affirmatively in certain settings and in certain ways. Despite confusion, it is suggested that the decision is consistent with continuing federal efforts to encourage affirmative measures to overcome race, national origin, and sex discrimination. The first definitive statement by the executive branch on voluntary affirmative action in employment elaborates on these federal efforts. The guidelines of the Equal Employment Opportunity Commission offer a unified and comprehensive perspective on the lawfulness of voluntary affirmative action. (Author/SF)

ED 172 698 HE 011 520

Academic Freedom, Tenure, and Responsibility for Faculty Members in Texas Public Community and Senior Colleges and Universities. Policy Paper 1. Revised Edition.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Jan 79
Note-18p.
Available from-Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, TX 78711
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Freedom, *College Faculty, Community Colleges, Contracts, Due Process, *Educational Responsibility, Higher Education, Retrenchment, State Colleges, *Teacher Dismissal, *Teacher Responsibility, *Tenure
Identifiers-*Texas

Modifications are presented to a 1967 document that contained recommendations concerning academic freedom, academic responsibility, and tenure for faculty members in Texas public community and senior colleges and universities. The recommended standards constitute patterns or guidelines and are not binding on any institution and may be varied in any respect. Procedures concerning faculty dismissals and nonrenewals of nontenured faculty at the end of the term contract are also covered. The need for written terms of employment, information on due process proceedings in dismissal cases, and the issue of tenure during conditions of financial exigency and the phasing out of programs are addressed in appendices. (SW)

ED 172 699 HE 011 521

Bannerman, James W.

The Development and Evaluation of a Time Based Network Model of the Industrial Engineering Technology Curriculum at the Southern Technical Institute.

Pub Date-Oct 76
Note-28p.; Doctoral practicum, Nova University; appendices may not reproduce well
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Curriculum, *Critical Path Method, *Curriculum Planning, Degree Requirements, *Engineering Technology, *Flow Charts, Higher Education, Models, Networks, Practicums, *Scheduling, *Systems Approach
Identifiers-*Southern Technical Institute GA

A practicum was conducted to develop a scientific management tool that would assist students in obtaining a systems view of their college curriculum and to coordinate planning with curriculum requirements. A modification of the critical path method was employed and the result was a time-based network model of the Industrial Engineering Technology curriculum at the Southern Technical Institute. The model pictorially displays the time-phasing and precedence requirements of all courses in the curriculum. Information is provided on the construction and use of the model to permit replication of the method for other structured curricula. A brief literature review and background information on the engineering curriculum are presented. An evaluation of the model indicated student preference for the model over other methods available.

Information on course requirements, course descriptions, and an evaluation questionnaire are appended. (SW)

ED 172 700 HE 011 522

Preus, Paul K. Williams, Douglas F.
Personalized Faculty Development. Rationale, Application and Evaluation.
Pub Date-79
Note-99p.
Available from-CESCO Press, Box 229, Bear Creek, AL 35543
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*College Faculty, Community Colleges, Educational Demand, *Faculty Development, Higher Education, *Individual Development, *Inservice Programs, Instructional Improvement, *Models, Needs Assessment, Program Planning, Statewide Planning, Student Needs
Identifiers-Alabama

A personalized model for faculty development and a case study demonstrating its utilization are presented. The increasing need for strong faculty development programs is noted with specific reference to the increasing numbers and varying types of college students. To respond effectively to the needs of this burgeoning student clientele, provisions must be made to equip faculty to meet the demands of the profession. The model proposed includes six steps: (1) needs assessment; (2) identifying the most crucial needs; (3) defining problems, proposing strategies and actions; (4) determining tasks and identifying doers; (5) doing; and (6) progress reports and display of products. The model is designed for planning and implementing a series of activities that permit individual staff members to engage in those aspects of the program that seem most profitable or meaningful to them and to their own professional growth. It is suggested that for the program to be successful, the staff must believe faculty development to be important and participation in activities must be voluntary. A case study of an individualized faculty development program involving faculty from 18 colleges is presented. The Program for Development of Community College Faculty (FDP) was designed to provide personalized faculty development for Alabama's two-year colleges. FDP included a summer program, statewide conferences, programs in participating colleges, and graduate credit activities. A one- and three-year followup evaluation of the program are included. Appended are: programs for statewide faculty conferences, a sample semantic differential study, followup questionnaire to faculty, and a questionnaire for deans of instruction. (SF)

ED 172 701 HE 011 523

Basic Educational Opportunity Grant Validation Procedures, 1979-80.
Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-72p.; Appended sample validation form may not reproduce well
Available from-Department of Health, Education, and Welfare, Office of Education, Bureau of Student Financial Assistance, Washington, DC 20202
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Change, *College Students, *Eligibility, *Federal Aid, Financial Support, Higher Education, *Need Analysis (Student Financial Aid), *Student Financial Aid
Identifiers-*Basic Educational Opportunity Grants, Office of Education

New procedures for the Basic Educational Opportunity Grant Program that must be followed for the 1978-79 academic year are presented. Financial aid administrators must follow these procedures to validate Office of Education selected Student Eligibility Reports. A uniform method of validating both Student Eligibility Reports not selected by the Office of Education and optional data elements is also presented. Background information that will be helpful in understanding the 1979-80 Basic Grant Validation project and examples of instances where validation is not necessary even if the Student Eligibility Report is flagged for validation is provided. Procedures related to making and withholding payment of basic grants and the method by which a financial aid administrator refers cases to the Office of Education, and the validation procedures for schools participating in the alternate disbursement system are discussed. A sample validation form, sample letters sent to students, and materials on edit checks are appended. (SW)

ED 172 702 HE 011 524

Bailey, Cornelia W.

The Federal 504 Handicapped Access Regulations: A Case Study in Government-Higher Education Relations.

Pub Date-31 Jan 79

Note-166p.; Research prepared in collaboration with the Sloan Commission on Government and Higher Education; Best copy available

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Access to Education, *Architectural Barriers, Compliance (Legal), Federal Aid, *Federal Legislation, *Federal Regulation, *Government School Relationship, *Handicapped Students, Higher Education

Identifiers-*Rehabilitation Act 1973 (Section 504)

Development and implementation of the Federal 504 Handicapped Access Regulations of the Rehabilitation Act of 1973 and the relationship between the government and higher education institutions are considered. The legislative history and overview of the regulations, institutional responses to the regulations, problems experienced by institutions with the regulations, and compliance and enforcement are discussed. The regulations are designed to eliminate attitudinal, procedural, and physical barriers confronting handicapped individuals. Field trips and interviews were undertaken with eight institutions, representing the public and private sectors, large and small schools, and urban and rural areas. Information about characteristics of the eight institutions, which are not identified, are included. The cost of compliance, and particularly of structural modifications, was the dominant concern for most institutions. Problem areas for institutions included: technical aspects of the regulations, problems of administration, and problems that relate to providing access. Views of handicapped students, an overview of institutional benefits and burdens from the regulations, and a list of some problem solutions are included. Compliance oversight is through written complaints from either individuals or groups to the Office of Civil Rights. Appendices include questionnaires used in institutional and government interviews and compliance deadlines for the regulations. (SW)

ED 172 703 HE 011 525

Wong, John C., Comp.
Health Manpower Study of Selected Health Professions in California. 1976.
California State Postsecondary Education Commission, Sacramento.
Pub Date-76
Note-759p.; Parts of appendixes may not reproduce clearly
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, Change Strategies, Community Colleges, Degrees (Titles), *Demand Occupations, Dentists, Doctoral Degrees, Educational Assessment, Federal Legislation, Futures (of Society), Geographic Distribution, Health Education, *Health Needs, Health Occupations, *Health Occupations Education, *Health Personnel, Insurance Programs, *Manpower Needs, Manpower Utilization, Masters Degrees, Nurses, Optometrists, Paramedical Occupations, Pharmacists, Physicians, Physicians Assistants, Primary Health Care, Professional Education, Public Health, State Legislation, *State Surveys, State Universities, Trend Analysis
Identifiers-Patient Education

The need for health personnel in California and recommended targets for expansion of health sciences programs are presented in this report prepared for the California PostsecondarV Education Commission. The report focuses on the role of physicians, mid-level practitioners, nurses, pharmacists, dentists, optometrists, and health sciences education. Supply trends and projections, demand, utilization, clinical training, and special problems, and recommendations are considered for each field. Pertinent national legislation is assessed and it is suggested that the true impact of this legislation will not be felt on the state level for at least a decade. The effect of professional liability insurance rate increases on patterns of physician practice are also presented for the State as well as the impact of national health insurance on health manpower. Health sciences education programs are discussed focusing on the needs of the health care delivery system that are amenable to change via the educational system, and needs of the educational system itself. System changes that are recommended in the education field include improved practitioner attitudes toward primary care, and prevention of disease through patient and health education. Data for health services professionals including: geographic distribution, field, and speciality are appended as well as a list of accredited health professions schools in California and degrees conferred. An explanation of the basic project methodology is also included. (SF)

ED 172 704 HE 011 526

Nyquist, Ewald B. And Others

College Learning Anytime, Anywhere. New Ways for Anyone to Get College Credits and College Degrees by Off-Campus Study and Examinations.

Pub Date-77
Note-165p.
Available from-Harcourt, Brace, Jovanovich, New York, NY ($7.95)
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-Adult Education, Case Studies, *College Credits, College Students, Degree Requirements, Degrees (Titles), Equivalency Tests, Experiential Learning, Extension Education, *External Degree Programs, *Higher Education, Industrial Training, Library Services, *Nontraditional Students, Off Campus Facilities, Prior Learning, *Special Degree Programs, State Programs, Study Skills, Tests
Identifiers-College Level Examination Program, College Proficiency Examination Program, Connecticut Board for State Academic Awards, *Nontraditional Education, *Regents External Degree Program NY, Thomas A Edison College NJ

Nontraditional methods of qualifying for a college degree are described in this student guide to off-campus study and examination. The three external degree institutions in the United States that offer these programs are discussed. They include: Regents External Degree Program of the University of the State of New York; Thomas A. Edison College of the State of New Jersey; and the Board for State Academic Awards of the State of Connecticut. Each step toward earning an external college degree is explained from how to begin the process to a discussion of the effectiveness of off-campus learning. A guide for working with the external degree institution is presented as well as advice on how to learn independently. Nonresidence college programs (programs with lower attendance requirements than conventional college study) available to students are discussed and a listing of these institutions is provided. A chapter is included on the College Level Examination Program, the College Proficiency Examination Program, Regents External Degree Examinations, and Thomas A. Edison College Examination Program. Also addressed are: libraries as centers for external learning; and help that can be obtained from colleges, corporate or government employers, and from the armed forces. Personal accounts of student's experiences in external degree programs are also provided. (SF)

ED 172 705 HE 011 527

State Programs Supporting Health Manpower Training: An Inventory. Volume I. Report and Tables.

Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date-78

Note-530p.; For related document see ED 167 052

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Capital, Capital Outlay (for Fixed Assets), Comparative Statistics, Dental Schools, Departments, Expenditures, *Financial Support, Glossaries, *Health Occupations Education, Higher Education, *Manpower Development, Medical Education, Medical Schools, Osteopathy, Pharmaceutical Education, Professional Education, Professional Training, *State Aid, State Colleges, *State Programs, State Surveys, State Universities, Statewide Planning, Statistical Analysis, *Student Financial Aid, Veterinary Medicine

Identifiers-Nursing Education

A detailed statistical review of state support for health manpower training during 1973, 1974, and 1975 with an inventory of state expenditures for specific health occupations in 32 states are presented in Volume One of this two-volume study conducted for the Health Resources Administration. Objectives of the study included: investigation of the availability of data on state and local support for health manpower training and development of methods for obtaining these data; and utilization of these procedures to collect information for FY 1974 and FY 1975. The two-phase study methodology is explained and financial data and program statistics for all major health professions and allied health occupations are presented. Financial support categories include: institutional support, capital outlay, student aid, and direct support. For each of the 32 states examined in depth, state funds by institutions and program are tabulated for each financial support category. Total financial support for health manpower training for all 50 states was $1.5 million during FY 1974, an increase of 23 percent over FY 1973. For 32 states the mean per capita higher education appropriation for health manpower training programs was $46.35, with an average figure of $5.29. Variations in program expenditures in different states ranged from a high of $15.26 per capita for Oregon to a low of $1.97 for Massachusetts. It is recommended that: the survey be repeated on a regular basis; the scope of the survey be increased; a mail survey be conducted; an index be developed and printed; and an in-depth analysis of state support be conducted that coordinates federal and state support indices. A glossary of related terms is provided. (SF)

ED 172 706 HE 011 529

Thompson, Jean

Occupational Socialization in Graduate and Professional Education: An Annotated Bibliography.

Pub Date-78

Note-18p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Role, *Graduate Students, Higher Education, Identification (Psychological), *Professional Education, *Role Perception, *Role Theory, *Socialization, *Student College Relationship, Student Teacher Relationship

An annotated bibliography concerning the socialization of students to the professional role of an occupation is presented. The literature deals with graduate and professional schools as socializing agencies and reflects disagreement concerning the relative importance of faculty student interaction, student culture, preexistent student characteristics, and program structure. Some sociologists question whether professional socialization occurs at all in the educational setting. Since major studies of medical education in the 1950's, the research in professional socialization has consisted primarily of small-scale empirical studies, and little comparative work has been attempted. (SW)

ED 172 707 HE 011 530

Magnusson, David

The Role of Higher Education in the Development of the Individual. R & D for Higher Education.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-Mar 79
Note-25p.; Not available in paper copy due to print quality
Available from-National Board of Universities and Colleges, Research and Development Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Aspiration, College Role, Decision Making, Education Work Relationship, Followup Studies, Foreign Countries, Graduate Surveys, *Higher Education, *Individual Development, *Longitudinal Studies, Models, *Occupational Aspiration, Student College Relationship, Student Needs, *Vocational Followup
Identifiers-Sweden

A longitudinal study conducted since 1965 in Sweden has investigated the role of higher education in the life situation of the individual adult. Study objectives have been to: chart the actual educational and vocational decisions made by young people; study the expectations of the individual concerning education and working life; identify psychological, social, and economic factors influencing higher education study and life choices; analyze the changes undergone by individuals as a result of higher education (attitudes and values); relate the individual's perception of higher education study to various aspects of his life history; and develop a theoretical base comprising models and methods useful in integrating various approaches. A psychological cost-benefit analytical model was developed to describe the decisionmaking process at the individual level and to predict choices of postsecondary activity. Literature reviews were conducted in the fields of psychology, pedagogics, sociology, and economics. Results of followup studies of pupils who left elementary school with no intention of adding to their education and additional studies of upper-secondary-school student experiences and perceptions are summarized. In 1980 the members of the study will be about 25 years old and will have completed their initial education and become established in the labor market. (SW)

ED 172 708 HE 011 532

Petersen, Dorothy G.

Accrediting Standards and Guidelines. A Current Profile.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-79

Note-176p.

Available from-Council on Postsecondary Accreditation, One Dupont Circle, Washington, D.C. 20036 ($7.50)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Standards, *Accreditation (Institutions), Colleges, Educational Improvement, *Educational Quality, *Eligibility, Faculty Workload, Higher Education, Institutional Characteristics, Professional Education, Standards, Universities

The differences and similarities among the evaluative standards and guidelines of the 52 accrediting agencies recognized by the Council on Postsecondary Accreditation (COPA) are discussed. The U.S. system of accreditation (voluntary, nongovernmental, self-regulatory evaluation) is explained and the role of COPA in coordinating accrediting activities is discussed. Part I of this analysis provides an introduction and overview of the accreditation system. Part II considers those agencies recognized by COPA. They are subdivided into regional and national commissions. Specialized and professional accreditation is discussed in Part III. A total of 90 sets of standards used by accrediting agencies are examined. A general lack of consistency between the 52 agencies in assigning accreditation status is apparent. The confusion this generates for institutions is discussed as well as other criticisms of the accrediting process. To increase uniformity, an annual or biannual accreditation directory is recommended as well as agreement on basic nomenclature and conditions of accreditation. It is also suggested that a comprehensive overview of the interpretation, implementation, and application of accrediting standards would provide a valuable resource for American higher education. (SF)

ED 172 709 HE 011 541

Ellis, Susanne D.

1977-78 Survey of Physics and Astronomy Bachelor's Degree Recipients. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.-AIP-R-211.10

Pub Date-May 79

Note-9p.

Available from-American Institute of Physics, 355 East 45 Street, New York, NY 10017

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Astronomy, *Bachelors Degrees, *Career Planning, College Majors, *Educational Planning, *Employment Opportunities, Enrollment Rate, Graduate Study, *Graduate Surveys, Higher Education, Minority Groups, *Physics, Student Characteristics

A 1977-78 survey of bachelor's degree recipients in physics and astronomy investigated graduates' postbaccalaureate plans. Highlights of the findings are: a small shift in postbaccalaureate plans away from graduate study and into employment for both physics and astronomy bachelors; an improved employment outlook for physics graduates with regard to an increase in positions that make extensive use of physics training; and an increase in astronomy bachelors who enter physics graduate study. Data are presented on the following areas: plans of physics bachelor degree recipients, 1968-78; characteristics of physics graduates, 1977-78; postbaccalaureate plans of minority group members among physics bachelors of the class of 1978; sources of anticipated support for first-year graduate study, 1973 and 1978; changes in employment outlook for the new physics bachelor's degree recipients, 1971-78; initial employment of physics graduates with bachelor's degrees, 1972-78; use of physics training by type of employment; full-time employment of new physics bachelor's degree recipients; starting salaries for new physics bachelors; and characteristics of astronomy bachelor's degree recipients, 1978; and use of astronomy education by type of employer for astronomy bachelors, 1978. (SW)

ED 172 710 HE 011 557

Southern Regional Education Board Annual Report, 1978-1979.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-37p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Colleges, Blacks, Career Opportunities, *College Cooperation, College Faculty, College Graduates, Educational Finance, Educational Trends, Enrollment Projections, Faculty Development, Graduate Study, *Health Occupations Education, Higher Education, Human Services, Mental Health, Nursing, *Organizations (Groups), Racial Composition, *Regional Programs, Research Projects, *Southern States, Undergraduate Study
Identifiers-*Southern Regional Education Board

The 1978-79 annual report of the Southern Regional Education Board is presented. Contents are as follows: information about SREB, sources of support, chairman's statement, president's report, and information about current SREB programs. SREB's new, revised profile of southern postsecondary education in the mid-eighties, information about enrollment projections for the eighties, and supply and demand for college graduates in the south by 1985 are presented. An Academic Common Market, established by SREB in 1974, has encouraged joint use of uncommon graduate programs by other southern states. This fall 370 programs will be shared regionally and the Market will include a dozen uncommon baccalaureate programs in allied health fields. Work accomplished on faculty development and improved fiscal management are outlined, and information is presented on testing of a nursing curriculum, manpower issues in nursing and allied health, new issues in the human services, and mid-level careers in mental health. Other SREB programs concern the educational attainment of black Americans, racial composition of faculties, and instructional change in black colleges. For each of the programs, participating institutions, staff members, and sources of support are listed. Recent SREB publications and information about SREB staff and finances are included. (SW)

ED 172 711 HE 011 559

Halperin, Samuel Fischer, Kenneth C.
Final Report of the Postsecondary Education Convening Authority to the Fund for the Improvement of Postsecondary Education, Department of Health, Education, and Welfare.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007603939
Note-62p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accreditation (Institutions), Conferences, Continuous Learning, *Educational Policy, Federal Government, Federal Regulation, Government Role, *Government School Relationship, Higher Education, *Information Dissemination, *Postsecondary Education, Publications, *Public Policy, State Government
Identifiers-*Postsecondary Education Convening Authority

The final report of the Postsecondary Education Convening Authority, a project of George Washington University's Institute for Educational Leadership and a program supported by the Fund for the Improvement of Postsecondary Education, is presented. The objective of the project was to bring about informed public policy in postsecondary education by enabling policymakers at the state and federal levels to become better informed on important issues. During its four-year history, the project focused on four issues: the licensure/approval of postsecondary institutions by states; the respective roles and functions of the states, the Federal Government, and the nongovernmental accrediting agencies in the governance of postsecondary education; the impact of government policies on improvement efforts in postsecondary education; and the emerging federal and state role in lifelong learning. Project objectives were largely carried out through convenings and publications. The convening authority was also a sponsor of research, an issue development process, a mediator, a provider of a neutral forum, a catalyst, a networker, and an innovator in conference design. Activities involving each of these functions are described, and project outcomes are outlined. The project director's final thoughts, a chronology of major activities and publications, and commentaries on the project by others are presented. (SW)

ED 172 712 HE 011 560

Mahler, William A.
Expansion of the University of Wisconsin-Oshkosh Faculty College: Evaluation Report.
Wisconsin Univ., Oshkosh.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date- 78
Note-51p.; Appended evaluation questionnaires may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, College Faculty, Educational Development, *Faculty Development, Higher Education, *Interinstitutional Cooperation, *Models, *Program Evaluation, *Teacher Workshops
Identifiers-*University of Wisconsin Oshkosh

A project, sponsored by the Fund for the Improvement of Postsecondary Education, was conducted at the University of Wisconsin-Oshkosh to expand the Faculty College program, which is an on-going series of faculty development workshops and seminars. The project was designed to: implement and evaluate a series of in-depth special focus sessions that feature national leaders who would treat issues in one of the developing areas of the institution; provide support for faculty from external institutions to participate in the Faculty College program; develop alternative models for implementing comprehensive institutional change strategies that can be sustained without external resources; and assess the effectiveness of the interinstitutional multiplier strategy implemented through the project. The four special focus sessions focused on: university/high school cooperative programs, educational needs in nonschool settings, adult education, and improving undergraduate teaching. The project evaluation plan is outlined and the following conclusions are presented: the four sessions were positively evaluated by participants; 51 participating institutions derived some benefit from project experiences; and four models for implementing comprehensive institutional change strategies were developed. Responses regarding the multiplier strategy implemented through the project were mixed. Data from the evaluation studies and evaluation instruments are included. (SW)

ED 172 713 HE 011 561

Thomason, Robert
Custom-Fit Degree Plan.
Connors State Coll., Warner, Okla.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007603227
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Career Opportunities, College Curriculum, College Students, *Curriculum Development, *Educational Counseling, Higher Education, *Individualized Programs, Models, Program Development, *School Industry Relationship, State Colleges
Identifiers-*Connors State College OK

A custom-fit degree plan was developed and implemented at Connors State College in Oklahoma through support from the Fund for the Improvement of Postsecondary Education. The project objectives were to develop: a model of counseling, advisement, and instructional units; a comprehensive file of community and business resources; and a close community/college partnership by preparing realistic study plans meaningful to the economic structure of the area. The program was also designed to produce a formal plan for Individualized Career Education Plans, which was to be submitted to the regents for approval as a standard option at the college. During the first year, 200 freshmen were enrolled in the custom-fit degree plans. Because of policies adopted by the Oklahoma Regents for Higher Education, project counselors were only able to write 112 individualized degree plans in 1977-78. Many more students were assisted in planning for effective use of electives and options. Enclosed are a sample form for planning a student's courses of study and related information sheets and letters from schools across the country that are interested in the program. (SW)

ED 172 714 HE 011 562

Barrett, Eve Powell, John

Deferring Students Who Did Not Re-Enroll at the University of New South Wales in 1976. TERC Research and Development Paper No. 44.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Dec 76

Note-27p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Admission, *College Attendance, *College Choice, *Followup Studies, Foreign Countries, Higher Education, *Student Application

Identifiers-Australia, *University of New South Wales (Australia)

A study was conducted at the University of New South Wales in Australia to determine what happened to applicants who deferred enrollment in 1975 and did not enroll in 1976 at the university. Additionally, information was sought about what deferring applicants thought they had gained from deferment and their opinions generally about the advantages and disadvantages of deferring. A questionnaire was mailed to deferring applicants, and further information was obtained from the admissions office and the computer printout of offers made by the Metropolitan Universities Admissions Centre. Based on a response rate of 63 percent, it was determined that about 74 percent of respondents were undertaking some form of postsecondary education. Analysis of findings is presented under three subheadings: students attending other universities, students attending any other postsecondary institution (including nursing), and persons not enrolled in any institution in 1976. Data indicate that most of the deferring applicants do continue to enroll in some form of higher education. Deferrent policy and practices at the university are discussed, and a sample questionnaire is appended. (SW)

ED 172 715 HE 011 563

Faculty College. Final Project Report, July 1, 1976 through June 30, 1978.
Wisconsin Univ., Oshkosh.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007603840
Note-36p.; Appended brochures may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Strategies, College Faculty, Educational Development, *Faculty Development, Higher Education, *Interinstitutional Cooperation, *Models, *Program Evaluation, *Teacher Workshops
Identifiers-*University of Wisconsin Oshkosh

The final report of a faculty development project, sponsored by the Fund for the Improvement of Postsecondary Education, is presented. Project objectives were to: augment the existing Faculty College programming with special focus sessions, featuring national leaders who would treat issues in one of the developing areas of the institution; bring institutional representatives from a variety of postsecondary institutions to the university to observe the Faculty College in operation and study the more general calendar plan and faculty development program; facilitate accelerated change related to faculty development in several selected institutions using alternate resource reallocation models; and evaluate the whole project structure as a model for diffusing innovation among and between postsecondary institutions. The four special sessions concerned high school-university cooperative education programs; educational and training needs and activities in health care delivery, social services, and business; strategies for increasing access in adult education; and improving undergraduate teaching. A summary of project outcomes, brochures, and project activity summaries are included. (SW)

ED 172 716 HE 011 564

Magin, D. J.

Some Effects of Educational Technology on Curriculum Reform: Examples From the University of New South Wales. TERC Research and Development Paper No. 43.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Nov 76

Note-17p.; Not available in paper copy due to marginal legibility of original document; Paper based on a public lecture given to the Darling Downs Centre for Advanced Education in February 1975

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, Curriculum Development, *Educational Technology, Engineering Education, Foreign Countries, Higher Education, Instructional Improvement, *Instructional Innovation, Teaching Techniques

Identifiers-Australia, *University of New South Wales (Australia)

The impact of educational technologies on various curricula and on projected curriculum reform at the University of New South Wales is discussed. It is argued that the existence and use of such technologies can reach beyond being tools that simply provide assistance in instruction, and can often have considerable effect on the curriculum itself. Most of the examples are drawn from engineering education and are concentrated in large part on the educational uses of interactive computing. The term 'educational technology' embraces commonplace instructional aids also. The use of a Wang desk-top minicomputer in an undergraduate engineering laboratory and resulting efforts to employ the minicomputer to improve the teaching effectiveness of laboratory experiments are described. The innovative use of automated marking (through optical scanning of appropriate answer sheets) and use of computer marking of quizzes incorporating a variant of the standard multiple-choice format are also discussed. Innovation in educational technology can also affect the content of a course. The introduction and increasing availability of on-line remote computing facilities, in which students participate in dynamic interaction with models of engineering systems, can open up new areas of syllabus and new sets of course objectives. (SW)

Weinstein, Carol S. Woolfolk, Anita E.

Impression Formation and Classroom Design: The Impact of Spatial Arrangement and Neatness on Judgments of Teachers.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Arrangement, Classroom Design, *Classroom Environment, Environmental Influences, *Furniture Arrangement, *Open Plan Schools, *Space Utilization, *Teacher Behavior

A study was conducted to examine the impact of classroom arrangement (open versus traditional) and tidiness (messy versus neat) on observers' expectations about a teacher. A heterogeneous sample of college students was shown color slides of vacant elementary classrooms varying in terms of these two dimensions and asked to indicate their impressions of the teachers and the pupils who used the rooms. A multifactor, repeated-measures analysis of variance was conducted. Findings indicate that observers form strong impressions about a teacher's behavior and personality based on the neatness of the classroom. In addition, furniture arrangement had a significant impact, with open classrooms leading to more positive impressions of a teacher's responsiveness and creativity. (SW)

ED 172 718 HE 011 567

Inventory of Potential Funding Sources for Criminal Justice Education Programs.

Positive Futures, Inc., Washington, D.C.

Pub Date- 78

Note-57p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Criminology, *Educational Finance, *Federal Aid, Financial Support, *Foundation Programs, Government School Relationship, Grants, Higher Education, Place of Residence, Project Applications

Identifiers-Alabama, Community Services Administration, Department of Health Education and Welfare, Department of Housing and Urban Development, Department of Labor, Law Enforcement Assistance Administration, Louisiana, Michigan, Mississippi, National Institute of Education, North Carolina, Texas

Potential funding sources for criminal justice education programs are listed and information on supplemental source materials and a brief outline of grant writing considerations are included. Sections on general foundation grants, state restricted grants, and government grants are provided. Included under state restricted grants are Alabama, Louisiana, Michigan, Mississippi, North Carolina, Texas, and combined states. Included under government grants are the following: Community Services Administration; Health, Education and Welfare; Housing and Urban Development; Law Enforcement Assistance Administration; Department of Labor; and National Institute of Education. (SW)

ED 172 719 HE 011 573

Postsecondary Education in New York State. Degree-Granting Institutions, January 1979.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date-79

Note-100p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Colleges, *Degrees (Titles), *Enrollment Rate, Higher Education, Junior Colleges, *Postsecondary Education, Private Colleges, Publications, *State Boards of Education, State Colleges, State Universities, *Student Costs, Student Personnel Services, Technical Institutes

Identifiers-*New York, *State University of New York

The institutional directory provides the basic information needed to identify and contact the degree-granting institutions of New York State. It serves as a reference for prospective students, New York State Education Department staff, the institutions themselves, and other individuals and organizations interested in postsecondary education. Four sections are included: (1) a description of the structure of the postsecondary education system of New York within the context of the University; (2) listings of the degree-granting institutions by sector and including fall 1977 enrollment figures and 1977-78 student costs; (3) appendixes with additional information on institutional programs, student services, selected organizations, and state department offices and publications pertinent to postsecondary education; and (4) an index of institutions by proper and popular name, organizations, and major topical areas. (Author/MSE)

ED 172 720 HE 011 574

Segal, Ascher J.
Harvard-Beersheva Collaborative Project in Health Manpower Development. Final Report, July 1, 1974 through June 30, 1977.
Center for Educational Development in Health, Boston, Mass.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Sep 77
Contract-N01-PE-44163
Note-251p.; Parts marginally legible due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*College Cooperation, College Faculty, *Curriculum Design, *Faculty Development, Foreign Countries, Health Occupations Education, Higher Education, Instructional Improvement, *Medical Education, *Student Evaluation
Identifiers-Ben Gurion University (Negev), Center for Educational Development in Health, *Israel

The final report of the Beersheva collaborative project in health manpower development is presented. The Center for Educational Development in Health (CEDH) (now located at Boston University Medical Center) worked with Ben Gurion University of the Negev to: field test the CEDH model for systematic curriculum design; design, implement, and evaluate a faculty teaching laboratory; and establish and maintain a collaborative relationship. The project was the first opportunity to test the model in a setting that emphasizes the training of primary care physicians and embraces both an underserved region in general and certain disadvantaged groups in particular. Creation of a curriculum development unit and a process for curriculum development is discussed, and the Beersheva Curriculum is described. The faculty teaching laboratory project involved teacher workshops, inservice training, development of units of instruction, use of learning packages in educational methods, and a learning resources center. The system for evaluating student performance and communication of results of the total project to medical educators in the United States are covered. Sample evaluation instruments, instructional materials, and other program materials are appended. An executive summary is included. (SW)

Powell, J. P.

Informal Staff-Student Contact at the University of N.S.W. TERC Research and Development Paper No. 42.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Oct 76

Note-12p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, *College Students, Foreign Countries, Higher Education, *Interpersonal Relationship, *Student Teacher Relationship, *Teacher Attitudes

Identifiers-Australia, *University of New South Wales (Australia)

A study was conducted at the University of New South Wales to assess informal staff-student contact. A questionnaire was administered to a random sample of 100 staff, and 57 responses were obtained. Most contact outside of class hours were connected with matters arising from teaching activities but a number of meetings were held simply on the basis of friendship. Matters relating to the university generally and situations involving counseling gave rise to far fewer meetings. Most of the staff had extremely limited contact with students in social settings unrelated to the teaching role. The most common arrangement for contact was talking immediately after a class. Although almost half of the respondents felt that the amount of contact between themselves and their students was inadequate, only a small number believed that informal relationships with students was of no importance in university life. Shyness on the part of students was seen as the biggest obstacle. The other major obstacle seen by staff is their own lack of time. Findings from other studies on staff-student contact are cited. (SW)

McBride, Jack G.

Post Secondary Education Through Telecommunications. Final Report of Twelve CY 1974 Work Assignments to the National Institute of Education.

Nebraska Univ., Lincoln. State Univ. of Nebraska.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 75

Grant-OEG-0-72-0457

Note- [illegible]6p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF04/PC20 Plus Postage.

Descriptors-Administrative Organization, Budgeting, *Consortia, Costs, Course Content, Course Evaluation, *Curriculum Development, Educational Finance, *External Degree Programs, Financial Support, Instructional Materials, *Multimedia Instruction, *Open Education, *Regional Programs, Resource Centers, State Universities

Identifiers-*Nontraditional Education, State University of Nebraska, *University of Mid America NE

Described are the investigatory procedures, research and development, and achievements and conclusions for each of 12 work assignments for the 13-month period from January 1, 1974 through January 31, 1975 relating to the University of Mid-America (UMA). UMA is a regional consortium, comprised of the University of Kansas, Kansas State University, Iowa State University, the University of Missouri, and the University of Nebraska. The projects were in the areas of: curriculum planning for open learning; alternative approaches to courseware development: costs and procedures; cost analysis and comparison; a five-year plan of operations and a five-year expenditure and income projection; administrative structures and plans for the State University of Nebraska; a prototype resource center and operational plans for a series of intrastate resource centers; evaluation and acquisition of existing courseware, and adaptation to the State University of Nebraska's needs; broadcast and other open-learning delivery systems; a plan to broaden the open-learning fiscal base to include private and other public sources; course development of two working prototype open-learning multimedia courses; planning for systematic development and evaluation of eight additional courses; and formative and summative evaluation of the open-learning courseware and delivery system. A variety of appendixes constitute more than half of the document. (MSE)

ED 172 723 HE 011 599

Masat, Francis E.
The Effects of Declining Enrollments on Transfer Policy.
Pub Date-May 79
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, Access to Education, *Administrative Policy, Articulation (Program), College Admission, College Credits, *Declining Enrollment, Demography, *Enrollment Trends, Higher Education, Policy Formation, Student Characteristics, Student Personnel Services, Student Recruitment, *Transfer Policy, Transfers, *Transfer Students

Based on the current literature, new facts and developments, and observations and interviews with 22 exemplary institutions, this paper reviews the issues and assumptions underlying articulation and transfer, and provides a descriptive summary of emerging policies, practices, and trends. The paper begins with three introductory sections: background information, student demographics, and transfer issues. The major section, on issues, focuses on the academic quality of transfers and increasing the opportunity for transfer by removing artificial barriers. The central portion of the paper describes and summarizes the impact of declining enrollments on the major functions and academic areas of an institution. The development follows in sequence from articulation and recruitment through admissions and the awarding of credit to curricular concerns, student services, and institutional resources. In particular, the section on awarding credit covers D grades, exemption processes, full in-faith transfers, credit limits, extra-institutional credit, and transcripting. The concluding sections are devoted to current trends and near term changes. (Author/MSE)

ED 172 724 IR 007 133

Biggs, Mary Mancuso Weber, Mark

Course-Related and Personalized Library Instruction.

Evansville Univ., Ind. Clifford Library and Learning Resources.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-28p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cooperative Planning, *Higher Education, *Instructional Improvement, Librarians, *Library Instruction, Library Skills, *Program Effectiveness, Program Planning, Research Needs, *Student Needs, Teacher Role
Identifiers-University of Evansville IN

Effective library instruction must be course- and assignment-related, planned cooperatively by the librarian and course instructor, and based upon personal contact between the librarian and students, as illustrated by the instructional program at the University of Evansville library. Before beginning instruction, the librarian must determine the deficiencies of the professor and the students, as well as the necessity and validity of the assignment. A class presentation should be based on information provided by the professor in the form of syllabi, assignment sheets, questions, and suggestions. An annotated bibliography of important sources, specifically detailed handouts, transparencies, optional library tours, and individual instruction are key elements in the instruction program. In addition to expected outcomes, library instruction yields unanticipated benefits and problems. Although the future of this service is uncertain and is dependent on several factors, it will be a powerful tool in higher education for both students and the academic community. (CWM)

ED 172 725 IR 007 200

Marsh, Patrick O. Koegel, Raymond P.

Demand Access Instructional Radio: A Report on an Innovative Project for the CSUC System.

California State Univ., Sacramento.

Spons Agency-California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date-15 Jan 79

Note-104p.; All appendices except Appendix C have been removed due to marginal legibility

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Audiotape Recordings, *Autoinstructional Programs, *Core Courses, *Educational Radio, Higher Education, Instructional Innovation, Media Research, Media Technology, Program Budgeting, *Program Evaluation, *Statistical Data

Identifiers-Marsh Model, Message Design

An undergraduate core course covering the entire range of communication studies was content analyzed, scripted, and audiotaped for broadcast in 20 half-hour segments. The formats of the tapes included interviews, panel discussions, expository lectures, fabled narratives, and radio drama. An evaluation of the audiotaped materials was conducted by an external evaluator and consisted of a comparison between a group of students using the audiotaped materials and a group given a lecture course on the same content. The results of the evaluation favored further development of the audiotaped format, as it effectively delivered information to many students in considerably less time than the lecture course. A bibliography is included at the end of the first chapter, and the statistical analyses of the evaluation data are appended. (Author/JVP)

ED 172 726 IR 007 238

Hesselbart, Susan

Men and Women on the Tube: Sex and Sex-Stereotypes on Television.

Pub Date-Oct 77
Note-14p.; Paper presented at the Association for Consumer Research (Chicago, Illinois, October 1977)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Commercial Television, *Content Analysis, Interpersonal Relationship, Sex Role, *Sex Stereotypes, Sexuality, *Television Research

Televised sexuality is examined in the context of gender stereotypes for three recent, new adult'' programs which have been billed as departures from traditional treatments of sex roles and/or sexuality: All That Glitters,'' Soap,'' and We've Got Each Other.'' Using these examples, the paper focuses on three main areas: (1) characters and settings are described with reference to sex roles on television; (2) interpersonal relations between women and men are examined; and (3) sex and gender are analyzed in reference to sex stereotypes in television characters and their interaction. (Author)

ED 172 727 IR 007 280

Wilkinson, Carroll Wetzel

The Rural Aged in America 1975-1978: An Annotated Bibliography. Occasional Papers on the Rural Aged No. 1.

West Virginia Univ. Morgantown. Gerontology Center.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-90-A-1248
Note-67p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Gerontology, *Older Adults, *Research Projects, Retirement, Rural Economics, Rural Environment, Rural Family, *Rural Population, *Senior Citizens, Social Characteristics, Social Environment

This annotated bibliography includes both author and subject entries arranged alphabetically for 167 publications, and a listing by subject category of past and current research projects. A brief introduction summarizes some of the pertinent trends in rural aged bibliography which emerged during the preparation of this source. (CWM)

ED 172 728 IR 007 301

INFORUM '78: Take Part in Tomorrow. A Report on the Ohio White House Conference on Library and Information Services.

Ohio State Library, Columbus.
Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Sep 78
Note-25p.; Ohio White House Conference on Library and Information Services (Columbus, Ohio, September 20-22, 1978) ; Not available in hard copy due to marginal legibility of original document
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Background, Change Strategies, *Libraries, *Library Services, Participant Characteristics
Identifiers-*Ohio

The highlights of the 1978 Ohio White House Conference on Library and Information Services are presented in this report. Brief sections describe pre-conference activities and the democratic processes of the conference, and summaries of the presentations indicate the major issues addressed at the meeting. Conference recommendations, listed under the specific speeches to which they relate, are collected and presented under six headings: (1) basic library and information services, (2) special services to special groups, (3) increasing awareness of library services, (4) technology, (5) library networks, and (6) library facilities and staff. The citizen and library-related delegates who were elected at the conference to represent Ohio at the national White House Conference in October 1979 are identified, and their library-related activities and interests are sketched. Lists of alternate delegates, advisory committee members, and conference participants are also included. (JD)

ED 172 729 IR 007 304

Ladd, Boyd
Inventory of Library Needs, 1975: New York. A Supplement to the National Inventory of Library Needs, 1975.
New York State Library, Albany.
Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.
Note-80p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Libraries, *Facility Requirements, *Financial Needs, Graphs, Instructional Materials Centers, *Libraries, Library Standards, *Needs Assessment, *Personnel Needs, Public Libraries, School Libraries
Identifiers-*New York

In this report, statistical evidence concerning library needs in New York as revealed by surveys of public, school, and academic libraries and school media centers conducted by the National Center for Education Statistics, is presented fully with comparisons to regional and national performance. Resources examined and tabulated include professional and support staff, collections of print and nonprint materials, acquisitions of print and nonprint materials, space, hours of service, and operating expenditures. To the extent that similar data on a state basis are available from the 1965 Inventory and from U.S. Office of Education reports of that period, comparisons with an earlier decade are made. Key findings are summarized at the beginning, and appendices are provided on methodology, and on indicators of need and New York standards. (Author/JD)

ED 172 730 IR 007 325

Grant, Stephen

An Administrative History of Out-of-School Educational Television in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Dec 77

Contract-AID/afr-C-1158

Note-104p.; For related documents, see IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 368, IR 007 370, IR 007 375, and IR 007 377

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrative Organization, Broadcast Television, Educational Development, *Educational Television, Instructional Programs, Longitudinal Studies, Nonformal Education, *Production Techniques, *Rural Education, Teacher Education, *Technological Advancement

Identifiers-*Ivory Coast

This report describes the basic organization, management and evolution of the department producing "Tele Pour Tous," the first attempt to use national television in the Ivory Coast to bring educational and informational programs to a non-school adult, rural public. The department's task was (1) to produce TV programs, (2) to train and supervise TV animators, and (3) to stimulate interest in and viewing of its product. Discussed in the report are the decision-oriented methodology of the study; basic background information on the project including target audiences, program objectives, and policies; detailed examination of six key features of the program; a comparison of the national plan for out-of-school education with the new directions of the out-of-school department, and an analysis of how the program fits in the context of national planning strategies. (JEG)

Annotated Bibliography of 16mm Films.
Wisconsin Univ., Oshkosh.
Pub Date-May 78
Note-251p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Film Libraries, *Films, *Indexes (Locaters), *Library Collections, Subject Index Terms, University Libraries

This filmography is designed to assist faculty, students, and other users of Polk Libraries and Learning Resources in the selection of 16mm films from the holdings of the University of Wisconsin Oshkosh. A list of the terms used as subject headings is provided, with cross references from headings not used. Titles of films are listed under the appropriate subject headings in the second section, followed by an annotated alphabetical listing of the films by title in the third section. This list includes series titles, providing access to the individual titles of films in each series. (CMV)

ED 172 732 IR 007 327

Kotesky, Arturo A.
An Assessment of Feedback Procedures and Information Provided to Instructors within Computer Managed Learning Environments Implications for Instruction and Software Redesign.
Pub Date-78
Note-26p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Teachers, Communication (Thought Transfer), *Computer Managed Instruction, *Feedback, Higher Education, Instructional Systems, *Measurement Instruments, Needs Assessment, *Program Evaluation, *Student Evaluation

Feedback procedures and information provided to instructors within computer managed learning environments were assessed to determine current usefulness and meaningfulness to users, and to present the design of a different instructor feedback instrument. Kaufman's system model was applied to accomplish the needs assessment phase of the study; and two sets of information were gathered: data from two questionnaires to 44 faculty members using computer managed instruction (CMI) strategies; and survey data from 115 institutions using CMI systems. Results led to the design of a feedback report to the instructor, structured by useful and relevant information content and coherent format. Training areas for instructors using feedback information from CMI systems were suggested, recommendations were given for the development of a CMI system user manual, and the importance of implementing appropriate feedback delivery mechanisms was emphasized. Relationships were also indicated between faculty members' characteristics and actual involvement with CMI learning environments. (Author/CMV)

ED 172 733 IR 007 331

Communication Satellites: Experimental & Operational, Commercial & Public Service.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date-Apr 79

Note-18p.

Journal Cit-Development Communication Report; n26 Apr 1979

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - **MF01/PC01 Plus Postage.**

Descriptors-*Broadcast Industry, *Communication Satellites, Demonstration Projects, Developing Nations, Educational Television, *Experimental Programs, Films, Program Development, *Public Education, *Rural Development, Telecommunication, Videotape Recordings

Identifiers-Alaska, Canada, Pacific Region, Peru, SPACECOM

The title reflects the first and major article in an issue of this newsletter devoted entirely to communication satellites. This series of articles on the potential and applications of communication satellites in development projects is concerned with their development for commercial and public service, development in the Pacific region, SPACECOM and third world telecommunications, a Canadian experience with applications for public service, satellite instructional television in Alaska, demonstrations in rural development, rural communications for social services in Peru, pitfalls of satellite projects, and space information stations. Other articles include a discussion of some general concerns in the production and use of films in development education and the role of video in development projects. (CMV)

ED 172 734 IR 007 333

Klees, Steven J.

Cost Analysis of Non-Formal ETV Systems: A Case Study of the Extra-Scolaire'' System in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Sep 77

Contract-AID/afr-C-1158

Note-129p.; Print quality varies, best copy available; For related documents, see IR 007 325, IR 007 334, IR 007 339, IR 007 347, IR 007 356, IR 007 370, IR 007 374-375, and IR 007 377

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Cost Effectiveness, *Developing Nations, Economic Research, *Educational Television, Instructional Programs, Nonformal Education, Program Costs, Program Evaluation, *Rural Education, Technological Advancement

Identifiers-*Ivory Coast

Building on previous evaluations of the ETV systems both formal and informal of the Ivory Coast, this study examines the system costs of the Extra Scolaire'' (E/S) program for rural adults. Educational television is utilized through the Ivorian primary system, and battery operated televisions have been widely distributed to schools in rural regions. The E/S system, begun in 1973, utilizes these facilities to reach adult audiences in the villages with a wide range of educational and informational TV programs related to national development. An animateur,'' usually a male primary school teacher, is charged with publicizing the TPT (Tele Pour Tous) broadcast, showing the program, and fostering post-broadcast discussion. This report provides a description of the E/S structure and the context in which it operates; specific estimations of the yearly costs of the various system components administration, program production, program transmission, support materials production and distribution, program reception, and system evaluation; a discussion of aspects of the E/S system which may entail social costs not captured by the monetary price measures used; a translation of the annualized cost description into cost functions as a means of viewing the cost impact of various policy decisions; and a discussion of various perspectives on the Ivorian development context within which the system costs must be assessed. Appendices provide examples of results of previous evaluations, and a list of references is attached. (Author/BBM)

Eicher, Jean-Claude Orivel, Francois

Cost Analysis of the Primary Instructional Television Program in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-77

Contract-AID/afr-C-1158

Note-114p.; Not available in paper copy due to print quality of original document; For related documents, see IR 007 339 and IR 007 341

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Materials, *Cost Effectiveness, *Developing Nations, Economic Research, Educational Improvement, Educational Innovation, *Educational Television, Elementary Education, Instructional Programs, *Program Costs, *Teacher Education, Technological Advancement

Identifiers-*Ivory Coast

This study of the costs of educational reform undertaken in the Ivory Coast in 1971 focuses on the primary education level (children aged 7-12). Designed to ensure that 100 percent of the primary school-age children receive an education and to adapt the content of that education to the characteristics and needs of Ivorians, this reform entailed the introduction of television in the classroom, the establishment of a system of printed support materials, and a reorganization in teacher training. The first part of this report describes and provides projections for the development of primary education from 1971-1990, including the general organization, student enrollment, and flow, as well as costs in such areas as reception (television sets and equipment, electricity, and maintenance), television production, teacher education and training, and the printed support material system. The second part provides discussions of cost function and average costs per student, program financing, and educational resource allocations in the Ivory Coast. A comparison of current findings with those of an earlier study for the same period, general conclusions, and eight recommendations conclude the report. (BBM)

ED 172 738 IR 007 336

Willis, Barry

A Design Taxonomy Utilizing Ten Major Evaluation Strategies.

Pub Date-27 Dec 78

Note-26p.; Not available in paper copy due to marginal legibility

Available from-Dept. of Instructional Media, Utah State University, UMC 30, Logan, Utah 84322

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Methods, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Formative Evaluation, Summative Evaluation, *Taxonomy

This paper discusses ten evaluation strategies selected on the basis of their general acceptance and their relatively unique approach to the field: (1) State, Countenance of Evaluation''; (2) Stufflebeam, Decision Centered Evaluation (CIPP)''; (3) Provus, Discrepancy Evaluation''; (4) Scriven, Goal Free Evaluation''; (5) Scriven, Formative and Summative Evaluation''; (6) Glass, Trade-Off and Comparative Cost Approach''; (7) Hunter and Schooley, The Synergistic Evaluation Strategy''; (8) Foster, The Karlsruhe Evaluation Strategy''; (9) Cremel, The Cremel Evaluation Strategy''; and (10) Stufflebeam/Scriven/Guba, Meta-Evaluation, or the Evaluation of Evaluations.'' Educational evaluators are advised to systematically pick and choose among the elements composing the various evaluation strategies in order to find the combination of elements appropriate for a given evaluative need. A taxonomy of the strategies discussed is included, as well as a list of references. (JEG)

ED 172 737 IR 007 339

Grant, Stephen And Others
Economic Studies and Out-of-School Education Program Evaluation for the Ivory Coast. Final Report.
Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-78
Contract-AID/afr-C-1158
Note-125p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 347, IR 007 356, IR 007 368, IR 007 370, IR 007 374-375, and IR 007 377
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education Programs, *Cost Effectiveness, *Developing Nations, Educational Change, *Educational Television, Nonformal Education, *Program Evaluation, Rural Education
Identifiers-*Ivory Coast

This report is a final one in a series of 17 reports concerned with costs analysis/projections of the instructional television program and the Out of School Television (OSTV) project in the Ivory Coast. It includes an introduction to the OSTV project after its first five years of existence, a description of the main elements of the in-school reform, an outline of the progression of OSTV objectives, examples of the subject matter covered in OSTV broadcasts (Tele Pour Tous), and an explanation of the role of the primary school teachers serving as animators for OSTV. The series of reports on the OSTV program are discussed in the context of a social impact model,'' and each of the economic studies performed as part of this project is summarized under the appropriate educational level costs relating to primary schooling, cost implications for secondary education, and cost analyses for out of school education. Recommendations for action are presented for each level, with the OSTV recommendations categorized by order of magnitude: those designed to improve operations and impact without incurring any sizeable further resources, those which require a significant increase in resources, and those which demand higher decisions and a greater commitment by the government. A bibliography of project and related reports includes some titles in French. (Author/JEG)

ED 172 738 IR 007 340

Mann, Raymond E.

The Effect of Music and Sound Effects on the Listening Comprehension of Fourth Grade Students.

Pub Date-Mar 79

Note-29p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Analysis of Variance, Elementary Education, Grade 4, *Instructional Improvement, *Listening Comprehension, Media Research, *Music, Reading Level, Retention Studies, *Sound Effects, Tape Recordings

This study was designed to determine if the addition of music and sound effects to recorded stories increased the comprehension and retention of information presented on tape to fourth grade students at three levels of reading ability. Two versions of four narrated stories were recorded, one version with music and sound effects, the other with only the narration. A listening comprehension test administered after students had listened to each of the stories was followed by a retention test two weeks later. Students listening to the music and sound effects versions scored higher on both the listening and retention tests. Implications of these findings are discussed, and a bibliography is included. (Author/CMV)

Evans, Stella Klees, Steven

ETV Program Production in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Aug 76
Contract-AID/afr-C-1158
Note-87p.; Not available in paper copy due to marginal legibility; For related documents, see IR 007 334 and IR 007 339
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, Developing Nations, *Educational Change, Educational Resources, *Educational Television, Elementary Education, Media Research, *Program Evaluation, Rural Education
Identifiers-*Ivory Coast

The efficiency of educational broadcasting in the Ivory Coast is assessed from the standpoint of what and how physical and human resources are utilized. Information was obtained by reviewing the large volume of documents that have been published about the project and through interviewing personnel involved in its management and operation. The general organization of the educational television complex in Bouake, the costs of the production system, and the process by which programs are produced are described as is interaction in production among the producer, the printed support materials writer, and the director. Also detailed in the report are the organizational structure and utilization of resources, feedback and evaluation mechanisms and change from film to videotape production. Appendices include a glossary of acronyms, and a list of production problems and solutions recommended. (Author/JEG)

ED 172 740 IR 007 342

Richmond, J. Murray Daniel, John S.

Evaluation of the Educational Experiments on the Hermes Satellite, 1976-77. Final Report.

Athabasca Univ., Edmonton (Alberta).

Spons Agency-Department of Communications, Ottawa (Ontario).

Pub Date-Feb 79

Contract-OSU77-00202

Note-147p.; Summary of the final report in French is at the end of the document

Language-English; French

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Communication Satellites, *Educational Research, Evaluation Methods, Formative Evaluation, *Satellite Laboratories, Technological Advancement, *Technology Transfer, *Telecommunication

Identifiers-Hermes Satellite

The 25 projects described were concerned primarily with educational applications of communications satellites, although some projects in additional public services health, community development, and administration were included in the Hermes satellite program. Solicited by the Department of Communications (DOC) from agencies and organizations across Canada, these projects were selected from the 49 proposals originally submitted. Experiments which were approved were allocated portions of satellite time for conducting their projects. Evaluation of the public service sector projects was a major DOC priority. Each project had an evaluation plan and an external team contracted to prepare a general evaluation design and assess the overall significance of the educational experiments with respect to future uses of satellite telecommunications technology. The Hermes communications technology satellite was made in Canada and launched in the United States, representing a joint venture between the two countries. The Hermes educational projects stimulated considerable interest in educational applications of telecommunications satellite technology, and raised numerous questions regarding its effective and efficient use. The evaluations conducted provide initial information, but no definitive answers. (Author/JEG)

ED 172 741 IR 007 346

Fewell, Patricia J.

Impact of Section 504 of the Rehabilitation Act and Public Law 94-142 on Media Centers.

Pub Date-7 Mar 79

Note-8p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 7, 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, *Coordinators, Federal Government, *Federal Legislation, Guidelines, *Instructional Materials Centers, Media Specialists, *Physically Handicapped, *Standards

The basic standards for achieving accessibility for the handicapped which are reviewed are of special concern to media center managers seeking to comply with the requirements of Public Law 94-142 and Section 504 of the Rehabilitation Act. A check list for accessibility for the learning resource center or media center is provided, and a bibliography is attached. (CMV)

ED 172 742 IR 007 347

Lenglet, Frans

The Impact of 25 Television Programs on Water'' Produced and Broadcast by the Ivorian Out-of-School Education Project.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-76

Contract-AID/afr-C-1158

Note-109p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 356, IR 007 370, IR 007 374-375, and IR 007 377

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adoption (Ideas), *Adult Education Programs, *Developing Nations, *Educational Television, Learning, Nonformal Education, Research Design, Research Methodology, *Rural Education

Identifiers-*Ivory Coast

The study described evaluated the reach and impact of 25 Tele Pour Tous Television for Everybody) programs on water and related issues which were broadcast by the Ivorian Out of School Television (OSTV) project in April-December 1975. This report discusses the relevance of the topic as a theme for an adult education TV program series, describes and analyzes the development of the two series of broadcasts and one individual broadcast, and explains the research design and methodology which provided the data to make an assessment of the impact of the TV programs in terms of awareness, learning and behavior, or action. Findings indicate that, although the program reached a considerable audience and generated a high level of interest, certain obstacles exist which make implementation difficult, and interest declines over time. It is suggested that the impact of such programs would be enhanced by the active promotion by OSTV of local Tele-Clubs as nuclei for action; by more active cooperation by government agencies and private organizations concerned by the issues in the preparation and follow-up of OSTV programs; and by limiting the number of communal actions advocated and proposed in the programs. (JEG)

ED 172 743 IR 007 349

Wells, Stuart

Labor Markets and the Social Demand for Education: An Analysis of the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.

Sponsoring Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Mar 77

Note-4[illegible]p.; Not available in paper copy due to print quality of the original; For related documents, see IR 007 363 and IR 007 371

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations, *Employment, *Enrollment Trends, *Labor Demands, Labor Supply, Occupational Surveys, *Secondary Schools, Vocational Schools

Identifiers-*Ivory Coast

This paper analyzes the relationship between existing secondary and technical schools and employment in the modern private sector of the Ivory Coast. Enrollments in secondary and technical schools are examined, and the social demand for education, characteristics of the Ivorian labor market, and the matching of labor supply and demand are discussed. It is suggested that training should be directed toward those job categories with large shortages, and that an expansion of the technical school system would help reduce a predicted shortage of qualified employees. (Author/JEG)

ED 172 744 IR 007 353

Baldwin, Thomas F. And Others

Michigan State University-Rockford Two-Way Cable Project. System Design, Application Experiments and Public Policy Issues. Final Report, Volume I: Summary.

Michigan State Univ., East Lansing. Dept. of Telecommunication.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 78
Grant-NSF-APR-75-14286
Note-30p.; For related documents, see IR 007 354 and ED 135 372
Available from-Department of Telecommunication, Michigan State University, 322 Union Building, East Lansing, Michigan 48824 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cable Television, *Computer Assisted Instruction, Cost Effectiveness, *Educational Television, Fire Fighters, *Fire Science Education, *Intermode Differences, *Man Machine Systems, Media Technology, Public Policy, Television Research, Training Techniques, Urban Studies
Identifiers-Illinois (Rockford)

This volume describes the development and implementation of a two-way interactive cable television communication system and its effectiveness in urban administration. The full report is contained in Volume II (see related document), and the computer program documentation is in Volume III, Michigan State University-Rockford Two-Way Cable Project: Minicomputer System Software. The 4-year project in Rockford, Illinois, tested the minicomputer-controlled interactive instruction capability of two-way cable against more traditional learning situations during a 12-lesson course in prefire planning administered to the city's fire department. Included here are a comprehensive account of the experiment, a description and discussion of the two-way technology and its performance, a cost analysis for the training program, and the public policy implications of the project. (Author/RAO)

ED 172 745 IR 007 354

Baldwin, Thomas F. And Others

Michigan State University-Rockford Two-Way Cable Project. System Design, Application Experiments and Public Policy Issues. Final Report, Volume II.

Michigan State Univ., East Lansing. Dept. of Telecommunication.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 78
Grant-NSF-APR-75-14286
Note-305p.; Some pages are minimally legible; For related documents, see IR 007 353 and ED 135 372
Available from-Department of Telecommunication, Michigan State University, 322 Union Building, East Lansing, Michigan 48824 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Cable Television, *Computer Assisted Instruction, Cost Effectiveness, *Educational Television, Fire Fighters, *Fire Science Education, *Intermode Differences, *Man Machine Systems, Media Technology, Public Policy, Television Research, Training Techniques, Urban Studies

This 4-year project located in Rockford, Illinois, tested the minicomputer-controlled interactive instruction by two-way cable against more traditional learning situations during a 12-lesson course in prefire planning administered to the city's fire department. This volume describing the development and implementation of the cable television communication system and its effectiveness in urban administration presents a comprehensive account of all phases of the experiment, including cognitive performance and affective results, as well as a description and discussion of the two-way technology and its performance, a cost analysis for the training program, and public policy implications. (Author/RAO)

ED 172 746 IR 007 356

Grant, Stephen

On Needs Assessment of Out-of-School Educational Television in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-78

Contract-AID/afr-C-1158

Note-44p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 368, IR 007 370, IR 007 374-375, IR 007 377

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Education, Data Collection, *Developing Nations, *Educational Change, *Educational Needs, Educational Planning, Educational Television, Information Systems, *Needs Assessment, *Rural Education

Identifiers-*Ivory Coast

Six needs assessment studies are summarized from the point of view of rural needs, the media and information system, the educational situation, and expressed wishes on the part of spectators for TV program topics in the Ivory Coast. The six studies included were: (1) Ethno-Sociology Institute Study, 1974; (2) Evaluation Service Study A, 1975; (3) Evaluation Service Study B, 1975; (4) Out of School Department Study, 1976; (5) World Bank Study, 1976; and (6) Evaluation Service Study, 1977. Following the summary of studies are conclusions drawn and recommendations which encourage on-going needs assessment, seen to achieve several advantages. Concrete means of improving future data collection and applying results already obtained are suggested. (Author/JEG)

ED 172 747 IR 007 357

Tierney, Joan D.

Parents, Adolescents and Television: Part I. Adolescents and Television Heroes: The Perception of Social Values in Favorite Television Series.

Spons Agency-Canadian Radio-Television Commission, Ottawa (Ontario).
Pub Date-17 Aug 78
Note-17p.; Report based on a paper presented at the Annual Meeting of the International Sociological Association (Uppsala, Sweden, August 17, 1978); Bibliography and tables removed due to poor reproducibility; For related documents see IR 007 357-359 and IR 007 384
Available from-Canadian Radio-TV and Telecommunications Commission, Ottawa, Canada
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, *Childhood Attitudes, Commercial Television, Cultural Differences, *Ethnicity, Longitudinal Studies, Moral Values, *Parent Attitudes, Programing (Broadcast), Social Values, *Television Research, Television Viewing
Identifiers-*Canada

The social values orientation of Canadian adolescents and pre-adolescents was analyzed to determine the effects of television choice on their values. Youth were randomly selected from ethnic and non-ethnic populations in Montreal and Windsor by percentages of subgroups listed in Statistics Canada for each city. It was assumed that ethnic and non-ethnic adolescents and pre-adolescents would differ in their value orientation, that social and moral values held by ethnic parents and youth would differ from those of non-ethnic parents and youth, and that these differences would be reflected in perceptions about television heroes and content. The most important question was whether or not heroes transmit values or simply reinforce them. An initial questionnaire indicated family attitudes about a number of social interactions values, against which six weeks of observations of viewers was compared. Findings indicate that television viewing during adolescence for both ethnic and non-ethnic groups appears to be related to personal need and identity, as well as to entertainment, and values appear to be reinforced by television. (Author/JEG)

Tierney, Joan D.

Parents, Adolescents and Television: Part II. Adolescents and Television Heroes: Conceptual and Methodological Considerations of Analysis of Responses and Information Processing Strategies.

Spons Agency-Canadian Radio-Television Commission, Ottawa (Ontario).
Pub Date-7 Sep 78
Note-20p.; Best copy available; For related documents, see IR 007 357-359 and IR 007 384; Report based on a paper presented at the Annual Meeting of the International Association for Mass Communication Research (Warsaw, Poland, September 7, 1978)
Available from-Canadian Radio-TV and Telecommunications Commission, Ottawa, Canada
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, Affective Behavior, *Childhood Attitudes, Cognitive Processes, Commercial Television, *Cultural Differences, Longitudinal Studies, Moral Values, *Parent Attitudes, Programing (Broadcast), Sex Differences, Social Values, *Television Research, Television Viewing
Identifiers-*Canada

The data analysis and findings of the first panel study of adolescents and pre-adolescents in Canada are described. This longitudinal study was designed to (1) gather data on television viewing of heroes and heroines in series in the home environment; (2) analyze verbal responses about television programs to determine values perceived and the cognitive processing strategies used by the two age groups, and (3) determine if biological predisposition of the sexes was a factor in information perceived and meanings assigned. Initial questionnaires were administered separately to children and parents to gather sociodemographic, cultural, media, and family relationship data prior to the experiment. Repeat questionnaires were administered after every two weeks of viewing of the child's favorite television show. Analyses of the responses to measure age and sex differences on four dimensions concrete/cognitive, concrete/affective, inferred/cognitive, and inferred/affective show clearly and specifically on what dimensions differences occur in perception of content by boys and girls aged 10 and 14. (Author/JEG)

ED 172 749 IR 007 359

Tierney, Joan D.

Parents, Adolescents and Television: Part III. Defining Ethnicity Through Measurement Constructs: A Cultural Perspective According to Harold B. Innis.

Spons Agency-Canadian Radio-Television Commission, Ottawa (Ontario).
Pub Date-79
Note-18p.; Best copy available; For related docuemnts, see IR 007 357-359 and IR 007 384
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, *Childhood Attitudes, Commercial Television, *Cultural Differences, Ethnicity, Moral Values, *Parent Attitudes, Programing (Broadcast), Social Values, *Television Research, Television Viewing
Identifiers-*Canada

In a recent study of ethnic and non-ethnic adolescents and pre-adolescents and their families, particular observation was made of perceptions of values by children and their parents in favorite television series viewed over a period of six weeks. While values were seen as a potential discriminator between ethnic and non-ethnic people, other data were gathered to ascertain degree of ethnicity as a secondary goal. The comprehensive questionnaire administered to 63 respondents (parents, adolescents, and pre-adolescents) contained a lengthy section on language use, social activities, lifestyle, interests, and media habits and values to assess ethnicity characteristics and patterns. It was predicted that ethnic families maintain a strong ethnic identity while living in Canada and this would be reflected in measurable behaviors. A descriptive listing of programs selected by non-ethnic children, and an analysis of their choices by value orientation is provided. (JEG)

ED 172 750 IR 007 363

Daniere, Andre Orivel, Francois

Post-Primary Options in the Ivory Coast.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Jul 77

Contract-AID/afr-C-1158

Note-193p.; For related documents, see IR 007 349 and IR 007 371 ; Not available in paper copy due to print quality

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Effectiveness, Decision Making, *Developing Nations, *Educational Alternatives, Educational Planning, Rural Education, *Secondary Education, Technological Advancement, *Vocational Education

Identifiers-*Ivory Coast

Designed to provide information for decision-making by Ivorian authorities in the planning of post-primary education over the coming decade, this study compares the implications of alternative policies or scenarios in terms of social impact, technological alternatives, enrollment, and costs. Two parallel channels are assumed open to students under all scenarios secondary education, with its present structure of a selective first cycle of general studies leading either to the labor market or to further education; and complementary education, a new channel which incorporates general education and work orientation components, with a high degree of flexibility in response to the preparation and needs of individual students. Each scenario is described by the choice of a particular option in each of the seven relevant areas of decision identified; these areas fall into three categories specification of alternative channels of post-primary education, options affecting student flow, and options affecting the efficiency (and cost) of providing post-primary education. Appendices provide additional data displays and an outline of selected technological alternatives. (BBM)

ED 172 751 IR 007 366

Ellison, John W. DiFelice, Clara

A Profile of Graduate Degree Programs in Instructional Technology, 1977-78.

Pub Date-78

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, Degrees (Titles), Educational Facilities, *Educational Technology, Faculty, *Graduate Study, Higher Education, Library Science, *National Surveys, Policy Formation, *Profile Evaluation, Statistical Data

Identifiers-United States

A survey designed to update earlier studies and provide information for both prospective students and program administrators identified 91 institutions as having a graduate level major in instructional technology. This summary of the survey results provides an overview of the programs in such areas as faculty, program status, administrative organization, program budgets, laboratory facilities, assistantships, degrees awarded, state certification, and library science affiliation. The user desiring information on specific programs is referred to the comprehensive directory, Graduate Degree Programs in Instructional Technology 1977-78, published by the Association for Educational Communications and Technology (AECT). (CMV)

ED 172 752 IR 007 368

Benveniste, Annie

The Reception and Animation of Out-of-School Educational Television Programs in the Ivory Coast: A Case Study of Four Villages. An English Summary by L. Theresa Silverman.

Pub Date-Aug 77

Note-43p.; English Summary of a Master's Thesis, Stanford University; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 370, IR 007 374-375, IR 007 377

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas), *Adult Education Programs, *Developing Nations, *Educational Television, Information Dissemination, Nonformal Education, Research Methodology, *Rural Education, Socioeconomic Status

Identifiers-*Ivory Coast

This impact study for a series of Out of School Television (OSTV Tele Pour Tous) broadcasts on village water supplies presents a qualitative examination of some of the problems encountered in the organization of viewing groups in four selected villages. The research techniques used included questionnaires and feedback sheets on demographics, the socio-political situation, and the reception of each program, which were filled in by the official village observers; on the spot observations of the viewing groups; and individual interviews with villagers. In two villages, three successive broadcasts were directly observed and the ensuing discussion was tape recorded. For purposes of data analysis, the animation process was divided into four major areas: (1) the flow of information in the village about the broadcasts, (2) external and internal factors affecting public interest and attendance, (3) the typical operation of a single viewing session, and (4) the comprehension and acceptance of the broadcast message. It was concluded that the broadcasts were not reaching the traditional power structure in the villages, and that until the programs reach the opinion leaders or modernization permits the rise of a new parallel power structure, these broadcasts will remain a marginal force in implementing change in rural areas. (BBM)

ED 172 753 IR 007 369

White, Brenda H.
Research: What It Means for the Practitioner.
Pub Date-8 Mar 79
Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Administration, *Media Research, Media Selection, *Media Specialists, Policy Formation, Program Evaluation, Program Proposals, Project Applications, *Research Utilization

This paper explores ways in which practitioners can use research findings in their daily jobs to keep up to date, to support program proposals, to substantiate budget requests, to improve selection of media, to evaluate services and communication, and to compare methods of instruction in the use of materials. Specific studies are reviewed and applications of findings are suggested. A bibliography is appended. (Author)

ED 172 754 IR 007 370

Lenglet, Frans McAnany, Emile G.
Rural Adult Education and the Role of Mass Media: A Comparative Analysis of Four Projects.
Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Aug 77
Contract-AID/afr-C-1158
Note-66p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 356, IR 007 374-375, and IR 007 377
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, Adoption (Ideas), *Adult Education Programs, Broadcast Television, *Developing Nations, *Educational Television, *Program Development, Program Planning, *Rural Education
Identifiers-*Ivory Coast

Rural adult education projects using television in Tanzania, the Ivory Coast, Dominican Republic, and Guatemala are described and compared with special attention given to objectives, organization, selection and recruitment of supervisors, monitors and participants, use of communication media, feedback and evaluation systems impact, and constraints. The Dominican Republic's Radio Schools of Santa Maria (RSM) is judged most successful in terms of impact and enrollment. It is suggested that RSC (Radio Study Campaign) in Tanzania acts the most directly as a means through which the state influences and transforms the socio-political climate and economy of the country in accordance with domestic and international political and economic power relations. (JEG)

ED 172 755 IR 007 371

McAnany, Emile G.

Secondary School Alternatives in the Ivory Coast: Considerations.

Pub Date-Jul 76

Note-29p.; Paper prepared for the Evaluation Unit of the Ministry of Primary Education and Television (Abidjan, Ivory Coast, July 1976); Contains occasional light and broken type; For related documents, see IR 007 349 and IR 007 363

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conventional Instruction, Cost Effectiveness, *Developing Nations, *Educational Alternatives, Educational Development, Educational Innovation, *Educational Television, Rural Education, *Secondary Education, Technological Advancement

Identifiers-*Ivory Coast

Intended to provide information for Ivorian decision makers, this paper presents an overview of technological alternatives for the delivery of instruction at the post-primary level and their accompanying costs. Five alternatives for regular secondary education as it now exists in the Ivory Coast are reviewed: traditional, audiovisual-traditional, instructional television (ITV), ITV extension of the school (Mexican model), and distance learning. Uses of media in two approaches to terminal education and training programs are suggested, and the Telesecundaria System in Mexico is described in detail. Distance learning in adult formal/nonformal education is also discussed as a means of providing instruction for adults (18 and over) who have finished primary or drop out of secondary, and who wish to complete the first cycle of secondary, as well as for nonformal education or vocational training. Examples from other developing nations are cited, and the viability of this alternative for the Ivory Coast is discussed. A list of references is attached. (BBM)

ED 172 756 IR 007 373

Katz, Sheldon F.

The Still Camera and the Resulting Photograph: Its History, Its Rationale, and Its Developing Role in Education.

Pub Date-77

Note-33p.; Some small print may be marginally legible

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational History, Educational Philosophy, Educational Trends, Historical Reviews, *Media Research, Photographic Equipment, *Photographs, *Visual Literacy

The focus of this paper is on the developing role of the still camera in the general scheme of education, and within the overall concept of visual literacy. A rationale and a workable definition for visual literacy are presented, together with a brief history of the visual message from the paintings on the walls of caves to the modern Land camera. Experiments using still photographs are reported from various educational sources with descriptions of design and results. Anecdotal materials on classroom projects which connect the camera and photograph to learning opportunities are also provided, and a bibliography is attached. (CMV)

ED 172 757 IR 007 374

Etaix, Mireille Lenglet, Frans

Tele Pour Tous'' in Rural Ivory Coast: Audience, Impact, Perceptions: Report of Two Surveys Conducted in January and April, 1977.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Nov 77

Contract-AID/afr-C-1158

Note-255p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 368, IR 007 370, IR 007 375, and IR 007 377 ; Appendices may be marginally legible; Appendix A in French

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Broadcast Television, Community Attitudes, Developing Nations, Educational Development, *Educational Television, Instructional Programs, *Nonformal Education, Program Attitudes, *Rural Education, *Socioeconomic Influences, Socioeconomic Status, Technological Advancement, Television Surveys, *Television Viewing, Viewing Time

Identifiers-*Ivory Coast

This report presents the results of two surveys conducted in January and April 1977 in the Ivory Coast to assess the impact of the Tele Pour Tous'' programs on rural audiences in terms of awareness, learning, and action. Descriptions of the socio-economic characteristics of the audience and their viewing patterns were sought, and attempts were made to determine the attitudes of the audience concerning Tele Pour Tous'' and to explore opinions about the benefits and beneficiaries of the programs. Eight conclusions drawn suggest that the Ivorian Out-of-School Educational Television project works, though minimally and inefficiently however the reach and effect of the programs could be improved by modifying their form, content and reception. Appendices include the questionnaires (in French), statistical data, and a list of programs broadcast. (JEG)

ED 172 758 IR 007 375

Seya, Pierre Thizier Yao, Faustin Kouadjo
Television for the Rural African Village: Studies of Audiences and Impact in the Ivory Coast.
Stanford Univ., Calif. Inst. for Communication Research.
Pub Date-Oct 77
Note-66p.; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 368, IR 007 370, IR 007 374, and IR 007 377
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education Programs, Broadcast Television, Community Attitudes, *Developing Nations, Educational Development, *Educational Television, Nonformal Education, Program Attitudes, *Rural Education, Technological Advancement, Television Surveys
Identifiers-*Ivory Coast

The two surveys described in this report were conducted for the Out of School Television (OSTV) unit in order to learn more about the context in which its series of weekly programs for rural adults (Tele Pour Tous or Television for Everybody TVE) operates, and to study audience reactions to a specific series. Individual interviews with selected villagers in 30 villages provided data on patterns of mass media use for the first study, which probed such areas as radio ownership, radio access, content of radio listening, and information channels, television, and newspapers and printed material in the context of village life. Findings show that, while radio is still the dominant medium, television is playing an increasing role in village media habits, and the print media is also in active use. The second study focused on the impact of the TVE series on rural housing, and animators in 11 villages each interviewed 15 villagers who had seen all of the programs. Information sought included respondents' attitude towards the TVE programs; their trust in the programs; their attitudes towards traditional, adapted, and western housing; and their attitudes toward financing policy for adapted housing and perception of the responsibility for modernization of the village. Data and references are included. (BBM)

Video & Micro-Teaching: Adaptable Medium, Adaptable Method.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Jan 79
Note-18p.
Journal Cit-Development Communication Report; n25 Jan 1979
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Broadcast Television, *Developing Nations, Diffusion, Educational Research, Educational Technology, Films, *Media Research, Media Selection, *Microteaching, Models, Rural Development, Supervisory Training, *Teaching Methods, *Videotape Recordings, Womens Education
Identifiers-Nigeria, Peru

The title reflects the first and major article in an issue of this newsletter devoted heavily to video technology. The flexible capabilities of videotape used with microteaching are presented and illustrated with case studies of childhood education and rural health development programs in Nigeria, improvement of nurses' communication skills, and development of executives' helping skills. Other articles include a comparison of advantages and disadvantages of videotape versus film, a case study of the training of managers of newly established farm cooperatives in Peru, an interview on the background and goals of the Mauritius College of the Air, suggestions for appropriate research for educational technology in developing countries, hypotheses and suggestions for research on television broadcasting for rural community development, and a training strategy for women-to-women development and communication networks in third world countries. (CMV)

ED 172 760 IR 007 377

Grant, Stephen Seya, Pierre Thizier

Visits to Twenty-Three Villages to Determine the Impact of the Water Series Produced by the Out-of-School TV Department.

Academy for Educational Development, Inc., Washington, D.C.; Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-75
Contract-AID/afr-C-1158
Note-97p.; Not available in paper copy due to light and broken type; For related documents, see IR 007 325, IR 007 333-334, IR 007 339, IR 007 347, IR 007 349, IR 007 363, IR 007 368, IR 007 370, and IR 007 374-375
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adoption (Ideas), *Adult Education Programs, Audience Participation, *Community Attitudes, *Developing Nations, *Educational Television, Nonformal Education, Programing (Broadcast), *Rural Education, Television Viewing
Identifiers-*Ivory Coast

Data for this analysis of the reactions of animators (facilitators) and villagers to a series of Out of School Television (OSTV Tele Pour Tous) broadcasts were collected through taped discussions with groups of villagers in their native dialects and separate interviews with animators. Designed to supplement data obtained through questionnaires, this study focused on those aspects of OSTV animation and impact which are difficult to assess through the written word, and obtained information directly from the villagers. Additional objectives included reinforcing ties created by the establishment of the observer network, providing field research experience for three Ivorian graduate students, verifying that reported decisions or actions had been taken as a result of OSTV programs, and determining if the water situation has improved since the showing of the program series on that topic. Animators and villagers identified several reasons for the wide gap between the two groups; however, the basic difficulty was seen to be that the primary teachers acting as animators are outsiders, frequently reluctant to involve themselves in village affairs, while the villagers consider development affairs to be village decisions and do not ask the teacher for advice. Topics suggested by villagers for future programs and the interview questionnaire for villagers are included. (BBM)

ED 172 761 IR 007 382

Nieves-Squires, Leslie C. And Others

Computer Graphics and the Educator: New Forms of Involvement for the Practitioner.

Pub Date-Nov 78
Note-23p.; Paper presented at the Annual Conference on Visual Literacy (10th, Rochester, New York, November 8-11, 1978) ; Exhibits may not reproduce clearly
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Charts, *Communication (Thought Transfer), *Computer Graphics, Computer Programs, *Curriculum Development, Educational Change, *Educational Trends, Graphs, Programing Languages, Technical Illustration
Identifiers-Computer Software, Instructional Development

The scenario of instructional development presented makes a case for relying on recent refinements of the computer as a tool for giving form to human knowledge. The computer is described as having a high capability to form ideas into a variety of shapes, and vary those shapes to appeal to people's sense of abstraction. The history of the development of computer graphics is traced, numerous illustrations of computer generated graphic displays are provided, and some of the implications of computer graphics for people who specialize in the communication of ideas are explored. Four references are listed. (Author/CMV)

ED 172 762 IR 007 383

Oosterhof, Albert C.

Cost-Effective Computer Management of Instruction.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Managed Instruction, *Cost Effectiveness, Educational Equipment, Educational Facilities, *Educational Finance, *Educational Testing, *Education Service Centers, Higher Education, Personnel

Identifiers-Computer Software

The computer management system described, which administers tests and provides feedback to examinees, as well as progress summaries to instructional personnel, has been implemented at Florida State University. Located in the Assessment Resource Center (ARC), it has been used to manage the instruction of several thousand students enrolled in courses offered by 15 academic departments. Because of its relatively low cost, this system can be implemented on a large scale by many educational institutions; however, if such systems are to be effective, they must be designed into compatible and valid measurement and instructional systems. This paper describes the system, discusses relative costs for hardware and personnel and addresses some of the measurement and instructional implications of using the system. (CMV)

ED 172 763 IR 007 384

Tierney, Joan D.

Parents, Adolescents & Television: Culture, Learning, Influence: A Report to the Public. Summary of Findings.

Spons Agency-Canadian Radio-Television Commission, Ottawa (Ontario).
Pub Date-May 78
Note-18p.; For related documents, see IR 007 357-359
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Childhood Attitudes, Commercial Television, *Cultural Differences, Family Influence, Longitudinal Studies, Moral Values, *Parent Attitudes, Parent Child Relationship, Sex Differences, Social Values, *Television Research, Television Viewing
Identifiers-*Canada

Findings of television research conducted in Montreal and Windsor, Canada, in February-May 1978, that studied numerous aspects of the parent-adolescent-television relationship are summarized in this report. Particular emphasis is given to differences between ethnic and English families, differences in the ways adolescent boys and girls perceive values in programming, and the role of the family. General findings are briefly noted and explained, while 13 major findings are listed and expanded upon with discussion. (JD)

ED 172 764 IR 007 385

Smith, Richard A.
A Curriculum for the Teaching of Instructional Television.
Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Planning, *Educational Television, Education Courses, Higher Education, *Television Curriculum

This article presents a list of 16 topics which can form the backbone of a curriculum for a college level course in the use of instructional television (ITV). They were selected from a unit of ITV which is part of an educational course taught in the College of Education of the University of Texas at Austin. (Author)

Gueulette, David G.

Curriculum: Managed Visual Reality.

Pub Date-8 Mar 79
Note-12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Change, *Educational History, *Relationship, Teacher Role, *Teaching, *Visual Aids, Visual Literacy

This essay examines the relationships between teaching and visual media over the last several hundred years, particularly the concept of illusion. The teacher as magician or shaman is explored and compared to contemporary theories of instruction and the use of media such as television, films, and slides. The teacher as artist and alchemist is also discussed with reference to the visual heritage that characterizes their thinking on man and the universe. Revolutionary changes brought by the 20th Century to the sciences and the arts are considered in relation to the role of educators, and visual literacy is discussed in the context of art education and the role of corporations. (Author/JD)

ED 172 766 IR 007 387

Montague, William E.
Design Considerations in Computer-Based Instructional Development Systems.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Cost Effectiveness, Instructional Aids, *Instructional Design, Problems
Identifiers-*Instructional Development

Intended to provide a frame of reference for a symposium on automated aids to instructional design and development (ID), this paper accomplishes three tasks: (1) it outlines problems encountered in ID e.g., complexity of curriculum planning and instruction development, quality maintenance in the ID process and products, and cost effectiveness in order to show the need for improved procedures and automated aiding systems; (2) it describes various classes of functions the aids might serve data-base management, instructional design decision-making, material production, personnel training relates them to the programs discussed by the other symposium participants; and (3) it makes some conjectures about the potential of developments in intelligent computing for assisting ID. A list of references is provided. (Author/JD)

ED 172 767 IR 007 388

Morrison, Gary R.
The Design of Instructional Television Programs.
Pub Date-Apr 79
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, Educational Development, *Educational Television, *Instructional Design, *Psychological Design Needs, *Sequential Approach

Instructional development models have been primarily concerned with audience analysis, content, media selection and sequencing, rather than the design of the program. They fail to analyze either the interaction between the content, learner, objectives, and medium, or how best to design the content for presentation through the medium. This paper analyzes the television media in light of the above criteria and presents a model which prescribes the development of a program in three distinct parts: (1) different types of introduction that can be used; (2) treatment of the content in the body of the program; and (3) different strategies for ending a program. Though not a research review per se, all recommendations are supported by references to research in psychology and instructional science. (JVP)

ED 172 768 IR 007 389

Rankins, Ron P.

Developing Effective TV Systems.

Pub Date-Mar 79

Note-10p.; Paper presented at the Learning Resources Association meeting (Charlotte, North Carolina, March 27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Facilities, *Educational Television, *Equipment Evaluation, *Facility Case Studies, Facility Guidelines, *Facility Planning, Higher Education, Video Equipment

This case study of the planning and organization of an on-campus educational television system, designed as both an instructional and a service oriented resource, includes descriptions of the goals of the system, the equipment purchased, and problems encountered. It was found that a versatile and relatively sophisticated system could be constructed with donated and used commercial equipment. Staff, space, and upkeep considerations are also covered. (JVP)

ED 172 769 IR 007 390

Rosse, James N. Dertouzos, James N.
Economic Issues in Mass Communication Industries.
Pub Date-Nov 78
Note-217p.; Paper prepared for the Federal Trade Commission Media Symposium (Washington, D.C., December 14-15, 1978)
Pub Type- Reports - General (140) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Broadcast Industry, *Economic Factors, Expenditures, Information Dissemination, *Marketing, *Mass Media, Publicize, *Public Policy, *Publishing Industry, Reports, Statistical Data, Tables (Data)
Identifiers-New York (New York), San Francisco Bay

A general discussion covering both the common problems and features of the full range of the mass media industries, and some economic notions central to understanding them, opens this report, followed by introductory essays for individual industries and consideration of public policy issues. The basic economic considerations common to the field which are discussed include media products, monopolistic competition, and advertising markets. Brief discussions and summaries presented for newspapers, broadcast television, book publishing, and other media (cable television, magazines, and radio) touch on their technology, development, and economic structure; up-to-date statistics are provided. Characterizations of markets developed to illustrate some of the problems and possible solutions to defining media markets focus on the umbrella structure of newspaper competition in the San Francisco Bay Area and the New York City media market. The identification and discussion of perceived policy problems found in one-newspaper cities, group and chain ownership across media markets, cross-media ownership in a given market, and product distribution conclude the report. (Author/CMV)

ED 172 770 IR 007 394

Main, Robert G.

An Evaluation Concept for Audiovisual Activities in the Department of Defense.

Pub Date-76

Note-81p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiovisual Coordinators, *Audiovisual Programs, Data Bases, Educational Research, Educational Resources, Federal Government, Information Services, *Information Systems, *Military Organizations, *Program Evaluation, Systems Approach

The DAVA (Directorate for Audiovisual Activities) evaluation model was developed for the U.S. Department of Defense to generate studies, decision models, standards, and directives, with outputs coordinated by the military departments that implement the decisions through the major commands and down to the installation level. The 3-level model is designed to support a projected range of users including instructors, media developers, managers, and policy makers; it has been implemented within the existing Defense Audiovisual Information System which furnishes consolidated, comparable audiovisual management data on production output and capacity, as well as cost expenditures, and permits sharing of audiovisual resource information throughout the Department of Defense. Appendices include prior studies of audiovisual activities, definitions, a bibliography on evaluation, an audiovisual product reporting form and a facilities questionnaire, a summary annual report, specifics of the total evaluation program, and a forecast for the next 10 years. (CMV)

ED 172 771 IR 007 397

Boyd, Warren A., Jr.

Instructional Development: Considering the Deaf Learner.

Pub Date-6 Mar 79

Note-7p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 6, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, Deaf Education, *Design Needs, Educational Development, Handicapped Students, *Instructional Design, *Needs Assessment, *Student Needs

This outline indicates some of the special problems of deaf learners in the context of instructional design variables in eight areas: learner variables, language and communication, content, evaluation, teaching learning strategies, instructional materials, pilot testing, and future trends. Included are recommendations, alternatives designed to meet the special needs, and a list of six organizations useful as resources for materials and services. (JVP)

ED 172 772 IR 007 398

Kosan, Carmen Hicks, Bruce
Instructions for Microcomputer Painting.
Illinois Univ., Urbana. Coll. of Education.
Pub Date-Mar 79
Note-27p.; The Illinois Series on Educational Applications of Computers No. 30; For related documents, see IR 007 405, ED 138 280, and ED 142 199
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Graphics, *Manuals, *Painting
Identifiers-*Microcomputers

Written for beginners, this user's manual explains how to do microcomputer (MC) painting with the Microcomputer System for Educational Applications (MSEA) of the University of Illinois' Department of Secondary Education. It requires no knowledge of computers, and a step-by-step approach to the use of the many different tools used in this medium is provided. Instructions are given for starting the microcomputer and the microcomputer painting systems; equipment and the MC painting tools are described; and the user is told how to: paint with the narrow brush, erase, turn the system off, make shuffling transformations, save a painting, display the list of files (paintings or programs), load (recall) a saved painting, make a motif, make a block print, draw lines automatically, choose painting, and make a color-coded INFOTON Display of selected paintings. The three types of pure color mapping in the program are also explained. A table of the colors and their codes are appended. (JD)

ED 172 773 IR 007 399

Bikson, Tora K. Bikson, Thomas H.

Interactive Closed Circuit Television: Educational Implications for the Severely Visually Impaired.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-8 Apr 79

Contract-300-75-0123

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Closed Circuit Television, *Educational Television, Interaction, *Man Machine Systems, Media Research, *Television Research, *Visually Handicapped

Interactive classroom television (ICTS) systems were installed in two special education classrooms to evaluate their impact on the learning experiences of severely visually impaired students. During a 3-year experimental period, data were collected from approximately 14 elementary students measuring achievement, visual-motor integration, visual memory, and relevant social psychological dimensions. Outcomes were examined in within-subject analyses assessing the extent and pattern of change over time. Results indicated significant improvements across measurement areas. Achievement scores approximated grade normal by the final year, suggesting that the experimental system provided educational opportunities comparable to those experienced by the fully sighted. (Author/JVP)

ED 172 774 IR 007 400

Furlong, Franklin Dohner, Charles
Levels of Decision-Making in Instructional Development.
Pub Date-Mar 79
Note-13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum, *Decision Making, Health Occupations Education, *Individual Differences, Institutional Characteristics, *Instructional Design, Students, Teachers
Identifiers-*Dental Auxiliary Education Project, *Instructional Development

Using the instructional development tasks involved in the Dental Auxiliary Education Project of the state of Washington to illustrate its points, this paper discusses how different levels of decision-making affect the design of instructional products. Four specific levels are considered in relation to the major design problems encountered in stating objectives, selecting media, sequencing content, evaluating performance, and organizing the development process: (1) the student level, (2) the teacher level, (3) the curriculum level, and (4) the institution level. (JD)

ED 172 775 IR 007 401

Rosengren, Karl Erik Windahl, Swen
Media Panel: A Presentation of a Program. Report No. 4
Lund Univ. (Sweden).
Pub Date-Nov 78
Note-23p.; For related document, see IR 007 410
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Children, *Commercial Television, Foreign Countries, Longitudinal Studies, Research Methodology, *Television Research

Media Panel is a research program directed toward media habits, causes and effects of TV use among children and adolescents, and viewer/media interaction in general. Results of this longitudinal study from 1970 to the present are presented in three sections focusing on the early work of the group, the preschool panel, and the primary school panel. The final goals of the project are to describe: (1) how TV enters the life of the preschool child, how it becomes a dominant factor, and how its importance is then reduced; (2) the relative importance of generational and maturational effects on the above process; (3) the possible consequences of TV on children's self image, job preferences, tendency to stereotype, and their image of society; and (4) the role of TV and other mass media as functional alternatives to and compensatory mechanisms for, satisfactory social relations. A list of references is attached. (JVP)

ED 172 776 IR 007 402

Piele, Donald T.
Microcomputers Goto'' School.
Pub Date-12 Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Graphics, Elementary Education, Grade 6, *Logical Thinking, *Programing, Questionnaires

This paper is a report of a pilot project in which a microcomputer was placed in a sixth grade classroom for eight weeks for the purpose of developing logical thinking skills. Students were first given instruction on how to program the APPLE II microcomputer to draw color graphics designs; they were then given similar problems to solve using the commands they had learned. Sample programs are included, as well as student responses to a questionnaire. Responses are highly positive. (Author/JEG)

ED 172 777 IR 007 403

Craft, Larry N. Penrod, James I.
MIS in a Non-MIS (University) Environment.
Pub Date-Dec 77
Note-36p.; Paper presented at the 1977 CAUSE National Conference (San Diego, California, December 7-9, 1977)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, *Information Needs, *Information Seeking, Management Development, *Management Information Systems, Man Machine Systems, *University Administration

This paper looks into the theory, and the practice of Management Information Systems (MIS) in the university setting, suggesting that university administrators are often more interested in ``soft'' information than ``hard'' information provided by MIS. Attitudes of university administrators are discussed, as well as management styles, supporting the concept that university situations cannot be treated as businesses except in such areas of the university environment as the bursar, registrar, and admissions. The information needs of university managers are also discussed. A description of how the MIS system is used at Pepperdine University is included in two sections which identify hard and soft data sources. Recommendations for initiating MIS in a university setting include the establishment of information objectives for institutions; use of those objectives to determine type or mix of data information needs analyses to be conducted; conduct of such analyses; and design and development of the information system that is ``right'' for the institution/situation. JEG)

ED 172 778 IR 007 404

Andrews, Dee H. Goodson, Ludwika A.

Models of Instructional Design: Origins, Purposes and Uses.

Pub Date-Apr 79

Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Alternatives, Educational Technology, *Instructional Design, *Models, Needs Assessment

This examination of 40 models of instructional design from a variety of sources discusses the purposes and uses of these models, and then offers an explanation as to why there are so many different models. The 40 models are divided into categories based on their most pertinent characteristics. It is concluded that because of the varying levels of quality of the models, educators must be careful in choosing the model to be followed when designing instruction. A 72-item bibliography is attached. (Author/JEG)

ED 172 779 IR 007 405

Zibit, Melanie Hicks, Bruce
A Multi-Purpose Educational Medium MC Painting.
Illinois Univ., Urbana. Coll. of Education.
Pub Date-Oct 78
Note-22p.; The Illinois Series on Educational Applications of Computers No. 25; Figures removed due to poor reproducibility; For related documents, see IR 007 398, ED 142 199, and ED 160 068
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Education, *Computer Graphics, Computer Science, *Educational Innovation, Mathematics Instruction, *Painting, Secondary Education
Identifiers-*Microcomputers

This discussion of a new computer-based medium describes microcomputer (MC) painting and its principal tool, the MC paintbrush, and explores their potential roles in mathematics, computer science, and art education in secondary schools. This paper describes the school computer, discusses capabilities of MC painting, explains how MC painting is done and what the computer does, argues for classroom use of the school computer, and discusses the meaning of literacy in mathematics, computers, and art. (Author/JD)

ED 172 780 IR 007 407

Walter, Stephen B.
Organizing Basic Printing Services in the LRC.
Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coordination, Costs, Educational Planning, *Instructional Materials Centers, Media Specialists, Printing, *Reprography

A printing and/or duplicating center can be a valuable addition to any school and the learning resources center is a likely host for it, as many functions of the media production staff are similar to those needed to support a duplicating center, and grouping similar functions is good management practice. However, several things should be considered before such an arrangement is made, e.g., the level of service to be offered, systems of control and supply, the availability of personnel, the need for maintenance, and the manner in which the activity will be funded. When added to the natural tendency for printing services to absorb nearby resources, a real potential for failure is created for the unwary administrator. (Author/JEG)

ED 172 781 IR 007 410

Hedinsson, Elias Johnsson-Smaragdi, Ulla
Primary School Panel: Some Descriptive Data. Report No. 2.
Lund Univ. (Sweden).
Pub Date-Jul 78
Note-39p.; For related document, see IR 007 401 ; Not available in hard copy due to print quality of original
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, Children, *Commercial Television, Foreign Countries, Longitudinal Studies, Research Methodology, *Television Research

This report describes the first wave of a research project investigating both the mass media behavior of adolescents in size and character of consumption, and their relations with the TV content consumed. This longitudinal study examines 11- to 15-year-olds through the use of specially developed scales and other traditional measures. Included are descriptions of adolescents' TV viewing and program preferences, and comparisons with those of their parents. Parental control over adolescents' TV use as described by the adolescents and their parents is also examined. Only data direcLly related to manifest mass media behavior are presented. Analyses of the scales measuring deeper relations to mass media content consumed are forthcoming in future reports. A list of references and 12 data tables are attached. (JVP)

ED 172 782 IR 007 412

Oxford, Jacqulinn Moore, David M.

A Survey of Need for Personnel in Educational Media in the States of North Carolina, Virginia, and West Virginia.

Pub Date-Mar 79

Note-15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Community Colleges, Degrees (Titles), *Educational Technology, *Media Specialists, *Paraprofessional Personnel, *Personnel Needs, Public Schools, School Surveys

This study was conducted to determine the perceptions held by public school and community college administrators in North Carolina, Virginia, and West Virginia concerning the types of personnel and the academic degrees held by these individuals in the field of educational media. Administrators were asked to respond to a prepared survey instrument designed to obtain information on the degree levels and on the number of librarians, educational technologists, combination librarians/educational technologists, and paraprofessionals who are presently employed in the three state area. In addition, the respondents were asked to project future personnel needs and degree levels sought. A third section attempted to identify additional competencies that would be desirable for persons presently on the staff and for future employees. The last section tried to determine the attitudes of the respondents toward the importance of educational media. The population used consisted of 235 administrators in the three states. The questionnaire and cover letter are appended. (Author/JEG)

Dobrovolny, Jacqueline L. And Others
Time Management Skill Training and Procedures for Increasing Student Efficiency in a Computer-Managed Instructional Environment.
Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, *Computer Managed Instruction, *Educational Improvement, Formative Evaluation, Learning Modules, Military Training, *Summative Evaluation, *Teaching Techniques, Time Perspective

This project designed and developed a specialized student skill module for providing rudimentary time management skills, and implemented and evaluated the effectiveness of this skill module for reducing course completion times and promoting positive student attitudes in the context of a computer-based progress management system. Evaluation subjects were Air Force trainees in a course taught under the Advanced Instructional System. Results of the 2-phase evaluation indicated that the combination of time management skill training plus progress management procedures reduced completion times by 11.2 percent as compared to a control condition having neither of these components, and by approximately nine percent as compared to a condition having only the progress management component. References and evaluation data are appended. (Author/JEG)

ED 172 784 IR 007 417

Clark, Francis E. Angert, Jay F.

Research on Media Where Do We Go From Here?

Pub Date-Mar 79

Note-19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Environment, *Educational Research, Individual Characteristics, *Instructional Design, *Media Research, *Research Problems, Teacher Characteristics

Identifiers-*Aptitude Treatment Interaction

A summarization of media research inadequacies remains a standard feature of media literature reviews. A Gestalt solution would be a research model, applicable to field studies in educational institutions, which accounts for the total instructional setting. It appears that an appropriate research model must be directly related to the psychological, sociological, and physiological attributes of the learner, the teacher, the task, and the resources, which collectively result in an instructional environment. The objective form (physiological) and subjective meaning (sociological) of any learning task must yield a functional distinctiveness (psychological) in terms of the sensory information to be extracted by the learner. (Author)

ED 172 785 IR 007 418

Dwyer, Francis M.

Research Interpretation: A Justification for Media.

Pub Date-Mar 79

Note-9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Educational Research, *Educational Technology, *Media Research, Programed Instruction, *Research Problems, Television Research, Textbook Research

This paper explains the apparent inconsistencies in media research findings by identifying apparent research weaknesses which complicate data interpretation and frustrate attempts to derive broad generalizations useful to practitioners in their classroom use of visual media. Emphasis is on the interrelationships which exist among the different types of visual materials, different types of educational objectives, methods of presentation, and cueing techniques. Studies describing the results obtained from evaluations involving television, slide/audiotape, programmed instruction, and textbook formats are also reviewed. A list of references is provided. (Author/RAO)

ED 172 786 IR 007 419

Filan, Gary Gerlach, Vernon S.

Behavioral Objectives: A Critical Review of Theory and Research.

Pub Date-Mar 79

Note-46p.; Paper presented at the Annual Concention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, *Educational Objectives, Educational Research, *Evaluation, *Instructional Design, *Student Behavior, Test Construction

This critical review of the literature on behavioral objectives is presented in four sections: definition of a behavioral objective; the function of a behavioral objective; consistent acceptable format for constructing behavioral objectives; and the pros and cons of behavioral objectives. The literature review reveals that current findings on the effects of instructional objectives provide no conclusive or consistent data on the relationship between the use of objectives and student learning, and it is suggested that there is a need to assess the behavioral objectives movement, to identify strengths and weakness, and to identify areas in which research is needed. A bibliography is appended. (Author/RAO)

ED 172 787 IR 007 420

Fleming, Malcolm L.

Relating Behavioral Science Research to Practice: What, Why, How.

Pub Date-Mar 79

Note-16p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Behavioral Science Research, *Educational Research, *Educational Technology, *Media Research, Research Problems, *Research Utilization

The problems of relating research to practice are discussed in the context of what, why, and how. The what of recent research is illustrated by examples which suggest that media-related research is becoming more rigorous, analytical, and theoretical, and thus more reliable and generally applicable. The why is briefly argued with reference to the greater reliability of research-based information over that learned on the job by an individual practitioner. The how is considered by noting the large available reservoir of relevant findings and by describing a way of cognitively relating the practitioner's questions to the researcher's findings through their common interest in relating instructional conditions to instructional effects. A list of references is provided. (Author/RAO)

Reigeluth, Charles M.
In Search of a Better Way to Organize Instruction: The Elaboration Theory.
Pub Date-8 Mar 79
Note-35p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiania, March 8, 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Complexity Level, *Course Organization, *Instructional Design, *Instructional Innovation, *Task Analysis
Identifiers-*Elaboration Theory

The Elaboration Theory of Instruction is an alternative to organizing instruction in terms of a hierarchical task analysis. The hierarchical organization results in an instructional sequence that begins with highly fragmented, small pieces of the subject-matter content, which many educators have found to be demotivating. The elaboration theory calls for beginning the instruction with a special kind of overview one that epitomizes the instructional content rather than summarizing it. Then it calls for elaborating on that overview, by adding detail or complexity in ``layers'' across the entire breadth of the content, one layer at a time, until the desired level of detail or complexity is reached. A brief list of references is provided. (Author/RAO)

Roberts, Dennis M.
A Consumer's Guide to Common Flaws in Research.

Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, *Research Design, *Research Methodology, *Research Problems, *Research Skills, Research Utilization

This brief paper presents a sequential walk through a simple research setting a two group experiment to indicate common but avoidable design difficulties that may jeopardize the usefulness of the data obtained. The six flaws examined are the failure to select subjects from the population to which generalizations are to be made; failure to use randomization in assigning students to experimental and control groups; failure to use an adequate number of students; failure to maintain control over manipulation of the independent variable; failure to use reliable and/or valid measures of the dependent variable; and failure to use an appropriate statistical test. Several additional flaws that may creep into research studies are indicated in the closing comments, and three references are listed. (Author/RAO)

Christison, Milton R.

Student Contracts as One Method for Individualizing a Course Concerned with the Management of School Media Centers.

Pub Date-77
Note-40p.; For related document, see ED 144 534
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Materials, *Educational Methods, Educational Resources, *Individualized Instruction, Individualized Programs, *Library Education, *Media Specialists, *Performance Contracts

The second in a series of four papers describing a variety of methods for individualizing instruction in a graduate library media training program, this paper includes a brief description of the course and its goals, a series of 11 student teacher contracts dealing with the topics/concepts selected for inclusion in the course, and student bibliographies for each of the contracts. The first paper deals with the selection of materials, and the final two describe methods of individualizing cataloging and reference courses. The completed project will describe three approaches that were used to individualize four commonly taught courses in programs leading to the initial certification of public school library media specialists. The courses were developed and piloted between 1975-1977 and have been used with a variety of graduate and undergraduate students in a senior college in the southeast. (Author/JEG)

ED 172 791 IR 007 424

Baron, Lois J.

Eye Movement Research and the Interaction between Television and Child-Related Characteristics.

Pub Date-Mar 79

Note-34p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Television, Cognitive Style, Educational Research, *Eye Movements, Grade 3, *Individual Differences, Intermode Differences, *Reading Ability, Visual Measures, Visual Perception, *Visual Stimuli

The relationship of eye movements while watching television to reading ability, cognitive style, and mode of presentation was studied using as subjects 85 third-grade children who had been classified as good or poor readers by scores on the Gates-MacGinitie Reading Test; their cognitive style was measured by the Children's Embedded Figures which classified subjects as field dependent or independent. A Polymetric Eye Movement recorder was used to measure attention as children viewed seven static and seven dynamic segments from The Electric Company. The results indicated that the effects of these factors varied from segment to segment although several overall effects achieved significance. It was concluded that eye movement research is a useful tool for assessing individual differences across instructional modes. (Author)

ED 172 792 IR 007 425

Carey, Lou M. And Others

The Effects of Self-Evaluation as an Instructional Feedback Strategy.

Pub Date-Mar 79

Note-30p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416; Appendix A may not reproduce well due to small print size

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, Educational Assessment, *Evaluation Methods, Expectation, Higher Education, *Self Evaluation, *Student Developed Materials, *Student Evaluation, *Summative Evaluation

This study investigated instructional methodology in relation to the effectiveness of different instructional feedback strategies that can be used in regular classroom situations. Experimental conditions were created to investigate whether, in addition to mastery learning strategies, either the student's ability to use stated criteria to judge his own performance would be affected or his performance improved by self-evaluation of products using specified criteria, or self-evaluation and instructor feedback on the accuracy of his evaluation. Subjects were 56 undergraduate students in media production classes who were assigned to either the control group, the self-evaluation group, or the self-evaluation/feedback group to measure the effects of these variables. Results indicate that the association between student self-evaluation and instructor evaluations on a final class project was negatively affected by student self-evaluation only, and positively affected by the combination of self-evaluation and instructor feedback on the accuracy of the student self-evaluations. Feedback was shown to be most effective in situations in which students had too much confidence in the quality of their materials. A list of references and three evaluation forms are appended. (Author/RAO)

ED 172 793 IR 007 427

Hedberg, John G.

The Politics of Instructional Innovation in Higher Education: A Cross Cultural Analysis.

Pub Date-Mar 79
Note-25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Comparative Analysis, Cultural Differences, Failure Factors, Higher Education, *Instructional Design, *Instructional Improvement, *Success Factors
Identifiers-Australia, *Educational Design, *Instructional Development, United States

This study applied a path model, developed from factors associated with instructional development success in the United States, to a similar instructional development environment in Australia. These factors included institutional commitment, faculty rewards, instructional design staff expertise, campus audiovisual production services, program evaluation, and faculty interest in innovation. A 3-part questionnaire was administered to project directors: Part I identified the general nature of the project and the person responding; Part II consisted of a 50-item measure of perceived success factors in instructional development; and Part III provided for self-ratings of project success. The most important findings have been the completely different factor structures. Where respondents in the United States saw the issues as provision of support services, organizational support with good administrative systems, faculty incentives, and financial resources, the Australian respondents saw the major issues as provision of support and administrative services, status of the project internally and externally, positive and clear innovative climate, and expertise and skills of the faculty to carry out the project. (RAO)

ED 172 794 IR 007 428

Main, Robert

Effect on Intended and Incidental Learning from the Use of Learning Objectives with an Audiovisual Presentation.

Pub Date-Mar 79
Note-37p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advance Organizers, *Audiovisual Aids, *Behavioral Objectives, Educational Objectives, *Incidental Learning, *Intentional Learning, *Mass Media, *Media Research, Retention, Sex Differences, Student Attitudes

This paper reports a controlled field experiment conducted to determine the effects and interaction of five independent variables with an audiovisual slide-tape program: presence of learning objectives, location of learning objectives, type of knowledge, sex of learner, and retention of learning. Participants were university students in a general studies course. Test scores measuring intended and incidental knowledge were the dependent variables. The major finding supported Ausubel's subsumption theory in that use of learning objectives as an advance organizer presented before the slide-tape programs significantly increased intended learning. No significant loss was found for incidental learning; rather, the tendency was for the learning objectives to improve rather than lessen incidental learning. The use of learning objectives before the presentation had no significant effects on the affective variables measured and students liked the program more than when no learning objectives were used. (Author/RAO)

ED 172 795 IR 007 429

Schwen, Thomas M. Bednar, Anne K.

A Comparison: Predicting College Level Academic Success with Tests of Cognitive Style and Cognitive Aptitude.

Pub Date-Mar 79
Note-20p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Ability, *Academic Achievement, Achievement Rating, Autoinstructional Aids, Autoinstructional Methods, *Cognitive Style, Geography Instruction, Higher Education, *Learning Theories, Mastery Learning

This study attempted to establish the relationship of cognitive aptitudes and styles to measures of general and more subtle academic achievement. It was expected that the associations of aptitudes and styles to general measures of achievement would converge to form similar correlational patterns; associations of aptitudes to more subtle measures of achievement would also converge, while associations of styles to subtle achievement variables would diverge. Subjects were drawn from a large-enrollment introductory geography course utilizing an auto-tutorial mastery design for college freshmen and sophomores. Relationships with the subtle achievement measures were as expected, but the associations with general achievement measures did not converge. It is suggested that future style research focus on simpler variables theoretically linked to mediational processes described in the theory of cognitive style. A list of references is provided. (Author/RAO)

ED 172 796 IR 007 430

Turner, Philip M. Martin, Nina N.

Environmental & Personal Factors Affecting Instructional Development by the Media Professional at the K-12 Level.

Pub Date-30 Jan 79

Note-30p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Environmental Influences, *Instructional Design, *Media Specialists, *Success Factors

Identifiers-*Instructional Development

This study was designed to determine the relationship between personal and environmental variables and the amount of reported instructional development done by media professionals at the K-12 level in the state of Alabama, as well as the effect of those variables on the reported performance of instructional development activities within each domain delineated by the AECT. The study also attempted to identify those factors which might lead to increased amounts of instructional development by K-12 media professionals. Conclusions revealed a positive relationship of competencies, attitude, budget, empathy, and non-supervisory time with reported performance of instructional development activities; however, it was found that volunteer assistance students or parents did not contribute to the amount of instructional development undertaken. Recommendations include competency testing for media professional preparatory program graduates, research into empathy training, and an increase in non-supervisory time for media professionals. A list of references is provided. (Author/RAO)

ED 172 797 IR 007 431

Brody, Philip J. Legenza, Alice

The Effects of Picture Type and Picture Location on Comprehension.

Pub Date-Mar 79
Note-14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Higher Education, Illustrations, *Incidental Learning, Photographs, *Pictorial Stimuli, *Reading Comprehension, *Reading Research, Visual Aids, *Visual Perception
Identifiers-*Mathemagenics

Using mathemagenic-based research as a guide, this study attempted to determine whether the location of a picture (pre- or post-reading passage) or the type of picture (overview or specific incident) could affect reading comprehension. Ninety-two college students were randomly assigned to one of the cells in a two-by-two factorial design and required to read a text-like passage of approximately 1200 words.

Results add support to the idea that pictorial attributes can serve mathemagenic functions. As with inserted questions' research, this study found location to be a significant instructional variable, since pictures placed after a reading passage increased learning more than pictures placed before the reading passage. A list of references is provided. (Author/RAO)

ED 172 798 IR 007 432

Jonassen, David H.

Recall and Retrieval from Mapped and Programmed Text.

Pub Date-Mar 79
Note-17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Information Retrieval, Information Seeking, *Information Theory, *Media Research, *Programed Instruction, Programed Texts, Prose, *Reading Materials, Reading Skills, *Recall (Psychological), Textbooks
Identifiers-*Information Mapping

Two methods of structuring textual material, information mapping and programmed instruction, were compared on the basis of their ability to facilitate recall and subsequent retrieval of information. Both methods produced very significant gain scores, although no differential effects occurred. Retrieval of information from the text, a task independent of recall behavior and based upon different textual search strategies, benefitted significantly from the structural characteristics of the mapping technique. A conceptual basis for the issue being studied was suggested: a comparison of systematically inserted adjunct questions and explicit content structuring for eliciting mathemagenic activities. A need for additional research to consider the level and type of learning and interactions with the characteristics of mapping and programming is indicated. A list of references is provided. (Author/RAO)

Joseph, John H.
The Instructional Effectiveness of Integrating Abstract and Realistic Visualization.
Pub Date-Mar 79
Note-40p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Grade 10, *Illustrations, Media Research, *Photographs, *Pictorial Stimuli, Secondary Education, Visual Aids, *Visual Discrimination, *Visual Perception, Visual Stimuli

This study examined the question of whether the integration of abstract and realistic visualization can improve the effectiveness of visualized instruction. Two methods of integrating visualizations were investigated. The first method used hybrid illustrations, i.e., a real color photograph into which a line drawing segment has been inserted. This provided an abstract illustration of the important relevant elements to be communicated, as well as an arousing realistic context. The second method was through the simultaneous presentation of both a line drawing and a real color photograph. In this treatment the abstract line drawing could communicate the essential information and/or facilitate looking at the realistic illustrations. Subjects for the study were 490 tenth grade students enrolled in a mandatory health class. The instructional script dealt with the construction and operation of the heart and was accompanied by 37 visuals, designed to illustrate concepts and relationships for which visualization is likely to be beneficial. The results suggest that designers of visualized instruction may expect to enhance its effectiveness under general conditions by inclusion of realistic visualization. However, the inclusion of abstract visualization or the integration of abstract and realistic visualization should be based on such considerations as pacing, general ability, and the type of instructional objective. (Author/RAO)

ED 172 800 IR 007 434

Lamberski, Richard J. Roberts, Dennis M.
Efficiency of Students' Achievement Using Black/White and Color Coded Learning and Test Materials.
Pub Date-7 Mar 79
Note-13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 7, 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cardiovascular System, College Students, *Color Presentation, *Illustrations, Individualized Instruction, *Instructional Aids, *Intermode Differences, Media Research, *Visual Perception
Identifiers-*Black and White Presentation

The purpose of this study was to compute and analyze descriptive indices of efficiency assessing the relative effectiveness of a verbal and visual color code applied to self-paced learning and testing materials. The sample consisted of 176 college subjects randomly assigned to one of four treatment conditions receiving black/white (B) or color coded (C) materials: B learning and testing materials, or C learning materials but B testing materials. These materials consisted of a 21-page learning booklet on the human heart and an 80-item test measuring different levels of cognitive knowledge; content was identical except that in some treatment conditions a color code having meaningful physical form and associative value was applied. Subjects read through the learning booklet followed immediately by a test; six weeks later the identical test was administered to assess delayed retention. Time on learning and time on tests were recorded. Data indicated that while color coded learning materials facilitated achievement, additional time for acquisition and for retrieval was necessary. This primary relationship, in addition to secondary relationships, was discussed in light of each efficiency derivation. A list of references and several tables and graphs are attached. (Author/RAO)

ED 172 801 IR 007 435

Saiet, Ronald A.

Children's Understanding of Implied Motion Cues.

Pub Date-Mar 79

Note-37p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); Appendix of raw data removed due to illegibility of original; For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Elementary School Students, *Illustrations, Media Research, *Motion, Pictorial Stimuli, Preschool Children, Visual Discrimination, *Visual Perception, Visual Stimuli

This experimental study was conducted in an attempt to determine how children four, seven, and 11 years old perceive implied motion cues in combination with a variety of objects. Ninety children, 30 in each age group, were shown 24 pictures. There were three kinds of objects, each with an inherent active and static dimension. Each of these six pictures appeared with one of three motion cues, and alone. The number of each of the picture styles identified as moving by each subject was determined. An age x object x activity x motion cues repeated measures ANOVA was used to evaluate the data. All main effects and all interactions were significant. It was concluded that children at different stages of development differ in their interpretation of certain graphic conventions. A list of references is attached. (Author/RAO)

ED 172 802 IR 007 436

Sewell, Edward H., Jr.

Effect of Cartoon Illustrations on the Comprehension and Evaluation of Information Presented in the Print and Audio Mode.

Pub Date-Mar 79

Note-22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiotape Recordings, *Audiovisual Aids, *Cartoons, Cognitive Processes, College Students, *Comprehension, Illustrations, *Intermode Differences, Library Guides, *Media Research, Sex Differences, Slides

This study investigates the effects of cartoon illustrations on female and male college student comprehension and evaluation of information presented in several combinations of print, audio, and visual formats. Subjects were assigned to one of five treatment groups: printed text, printed text with cartoons, audiovisual presentations, audio only presentations, and visual only presentations. Following the informative presentation, each subject completed a 25-item comprehension test and measures of self-reported enjoyment and helpfulness. The results indicated that there were no significant differences between the printed text, the cartoon text, and the audiovisual presentation in terms of comprehension scores. The cartoon text was perceived as significantly more enjoyable than any other presentation mode. There was a significant interaction between sex and presentation mode with males scoring significantly lower on comprehension in the cartoon text condition. A list of references and two data tables are attached. (Author/RAO)

ED 172 803 IR 007 437

Spitzer, Dean R.

Critical Issues in Needs Assessment.

Pub Date-Mar 79

Note-9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, *Educational Planning, *Evaluation Methods, Evaluation Needs, *Instructional Design, *Needs Assessment, Resource Allocations

Identifiers-Front End Analysis, *Instructional Development

Needs assessment is a fundamental part of evaluation, and yet it has not developed as rapidly in sophistication as other evaluation methodologies. This is largely due to the difficulty in measuring real needs, as opposed to wants, interests, etc. This paper discusses some of the critical issues in needs assessment, and outlines some of the fundamental questions that must be answered in order to design a valid and reliable needs assessment study. Emphasis is placed on the need for considering resources and constraints in designing a realistic approach to needs assessment. (Author)

ED 172 804 IR 007 439

Winn, Bill

Field-Testing Instructional Materials.

Pub Date-Mar 79

Note-23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Attitudes, Audiovisual Aids, *Evaluation Methods, *Formative Evaluation, *Instructional Materials, Student Developed Materials, *Task Analysis, *Task Performance

This study examines simple techniques for field testing instructional materials, and is intended for the educational practitioner who is not trained in instructional development procedures and does not have the time or money for elaborate evaluation procedures. Described are critera for field testing instructional effectiveness, procedures for specifying task descriptions relating to instructional programs, and testing procedures for the tasks involved. A sample instructional task laminating a picture is included, illustrating the steps in defining the task, evaluating for task completion, and testing the affective component of the instructional method. A list of references and two figures are attached. (RAO)

ED 172 805 IR 007 440

Branson, Robert K.

Outcomes of the Instructional Systems Development Project.

Pub Date-Mar 79

Note-29p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Armed Forces, Military Schools, *Military Training, *Organizational Effectiveness, Power Structure, *Program Development, Systems Analysis, *Training Objectives

Identifiers-Army Combat Arms Training Board

This project sought to meet documented Army training needs through the application of system analytic procedures. When doctrine, regulations, and school organization were investigated, it was found that regulations were clear and comprehensive, but that school organization lacked a clear training evaluation component. During the project, the Army reorganized the schools to reflect requirements of the regulations and to permit proper execution of the new training doctrine; this change greatly increased the role of evaluation in the schools. Recommendations were made about organization and regulations, and recommended doctrine was published in detail as the Interservice Procedures for Instructional Systems Development. Lessons learned and management recommendations are presented. (Author/RAO)

ED 172 806 IR 007 441

Ehrlich, Lisa R.

The Design, Development, and Evaluation of an Evaluative Computer Simulation.

Pub Date-Mar 79
Note-21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, Computer Oriented Programs, *Evaluation Criteria, Evaluation Methods, Evaluative Thinking, *Medical Care Evaluation, Medical Education, Medical Treatment, *Reliability, *Simulation, *Validity

This paper discusses evaluation design considerations for a computer based evaluation simulation developed at the University of Iowa College of Medicine in Cardiology to assess the diagnostic skills of primary care physicians and medical students. The simulation developed allows for the assessment of diagnostic skills of physicians in the selection of medical history taking, physical examination, and the ordering of diagnostic laboratory tests. Evaluation criteria used in assessing this simulation are discussed, scoring considerations are explained, and the issues of evaluation validity and reliability are explored. (RAO)

ED 172 807 IR 007 442

Lewis, Richard F.

The Formative Evaluation of Bilingual Television Programs: Some Results and Suggestions for Improvement.

Pub Date-Jan 79

Note-36p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); For related document, see IR 007 416

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, *Educational Television, *Evaluation Criteria, Evaluation Methods, *Formative Evaluation, French, Grade 8, *Instructional Aids, Interaction, *Language Instruction, *Second Languages

This paper concerned with the improvement of formative evaluation procedures for second language television materials includes a literature review and descriptions of two studies of French second language teaching materials produced by Nova Scotia School Television. Evaluation procedures used in determining vocabulary acquisition, program enjoyment, and plot comprehension for the first series, Vive La Compagnie, are explained; the second series, Allons-Y, was evaluated in four studies to determine the effects of program viewing without teacher input, with teacher input, between group interaction, and attitudes toward the program. Evaluation criteria relating to language materials are defined and listed in three basic categories: those factors which can be examined independently, those requiring viewing the program, and those which need viewer interaction with the program. A list of references is attached. (RAO)

ED 172 808 IR 007 443

Morgan, Robert M.
Educational Development: The Republic of Korea (1970-1979).
Pub Date-Feb 79
Note-34p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 6, 1979); For related document, see IR 007 416
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Development, Educational Improvement, Educational Planning, Educational Programs, *Educational Technology, *Elementary Education, International Programs, *Junior High Schools, *National Programs, Program Development
Identifiers-*Instructional Development, *Korea

This paper describes development and organization of educational resources in the Republic of Korea since 1970 and documents the activities of a team of consultants from Florida State University in assisting with that development. Project activities are reviewed, starting with the initial collection of information and data on the educational system, the economy, and national needs, and ending in a report of project accomplishments and recommendations. Throughout this time span the work of the consultants is reflected in educational models developed, learning experiences defined, and technological innovations tested. The reform of the elementary-middle school program, i.e., grades 1-9, was a primary concern for this project. Also reviewed are the activities of the Korean Educational Development Institute, which was established in 1972 in response to expanding programs and educational change. (RAO)

ED 172 809 IR 007 445

Ward, Sidney J., III

A Practical Design for Experiential Learning Exercises: Roles, Technical Equipment and Alternative Debriefing Formats.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Conference of the Association for Business Simulation and Experietial Learning (16th, April 18-20, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Environment, *Educational Facilities, *Experiential Learning, Instructional Design, Instructional Innovation, Interaction, *Teaching Methods, Videotape Recordings

This design for an experiential exercise is comprised of three key characters the instructor, the facilitator, and the learner whose interactions affect the learner. This interaction takes place within the dimensions of a facility having a variety of technical advantages, such as videotape recording and other equipment, or simply in a classroom. The exercise itself is not complete without the added dimension of a debrief, which may be in any of several alternative formats ranging from the instructor talking with the learner to the sophisticated use of video equipment. (Author/JEG)

ED 172 810 IR 007 446

Herrold, Rebecca M.

Computer-Assisted Instruction: A Study of Student Performance in the Stanford CAI Ear-Training Program.

Pub Date-74

Note-17p.; Paper presented to the Music Educators National Conference (Anaheim, California, 1974)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, Educational Programs, *Higher Education, Instructional Innovation, Instructional Materials, *Instructional Systems, *Music Education, *Student Attitudes

This summary of the first study of student performance in the on-going CAI theory program at Stanford describes the principal features of drill and practice CAI lessons, the resistance to CAI by music faculty, and the objectives of the project to find the statistical correlations between student performance in the CAI ear training program and data about the participants' musical backgrounds, and to survey the students' attitudes toward the program. Three Hypotheses were tested: (1) there are correlations between the learning of intervals and chronological age, sex differences, and musical background; (2) there is an order of difficulty in which intervals are learned; and (3) students prefer drill-and-practice CAI instruction to the traditional classroom setting for repetitive drill. Statistical correlations were set up between items from a background questionnaire and the systematic errors recorded by the computer; students were surveyed again at the end of the course to determine their attitudes toward CAI. Results provided support for each of the hypotheses; however, it is recommended that the findings be tested further with a larger number of subjects and control groups. A description of the hardware and software used is included, as well as the questionnaire used for background information. (Author/JEG)

ED 172 811 IR 007 447

Barker, Bruce O.
Fault Tree Analysis: Its Implications for Use in Education.
Pub Date-76
Note-98p.; M.Ed., Utah State University
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Planning, *Failure Factors, *Systems Analysis, Systems Development
Identifiers-Constraint Analysis, *Fault Tree Analysis

This study introduces the concept of Fault Tree Analysis as a systems tool and examines the implications of Fault Tree Analysis (FTA) as a technique for isolating failure modes in educational systems. A definition of FTA and discussion of its history, as it relates to education, are provided. The step by step process for implementation and use of FTA is described, and current applications of FTA to education are analyzed. A Fault Tree prototype is presented to suggest solutions to a problem in private education. A glossary is given in the Appendix, as well as a schematic of a prototype FTA. (RAO)

ED 172 812 IR 007 448

Lawton, Stephen B.; Currie, A. Blaine

The Collection of Survey Data for Testing the Autocatalytic Model for the Diffusion of Educational Innovations.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date-Apr 79

Note-38p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type-Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adoption (Ideas), *Data Collection, *Diffusion, *Educational Innovation, Elementary Secondary Education, Higher Education, *Mathematical Models, Research Design, *Validity

This paper provides a progress report on an investigation to validate and extend the autocatalytic model for the adoption of educational innovations. Three topics are dealt with: (1) a brief description is provided of the autocatalytic model and its current application, (2) the design of a survey to collect data for further tests of the model is described, and (3) certain problems encountered in the design of survey instruments and their theoretical implications are discussed. The survey instrument is appended. (Author/CMV)

Carpenter-Huffman, Polly

An Assessment of MODIA A Computer-Based System for Planning Instruction.

Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-6317
Pub Date-Mar 79
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); For related documents, see ED 145 805-806 and ED 149 718
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs, Cost Effectiveness, *Educational Planning, *Instructional Design, *Military Training, *Program Evaluation
Identifiers-Air Force Air Training Command, *Instructional Development

This report describes MODIA (a Method of Designing Instructional Alternatives), and assesses its utility for planning instruction. MODIA is a computer-based interactive program that helps planners construct a blueprint of instruction, analyze the operation of the instruction, and estimate its cost. It was developed for the Air Force Air Training Command (ATC) and incorporates three programs the user interface, resources utilization model, and a cost model. Evaluation in the first phase measured cost effectiveness while the second evaluation phase assessed MODIA's utility to local managers, application procedures for Keesler Air Force Base, and the use of the cost model alone. ATC's evaluation of MODIA showed that training managers perceive themselves to be so constrained by policy that they do not take advantage of the opportunities for improved design that MODIA provides. It was also concluded that MODIA's potential can be realized only if it is used by policy-making organizations, with assistance from the operating level. (Author/RAO)

ED 172 814 IR 007 451

O'Neal, A. F.

An Author Management System and Other Computer-Based Aids to ISD.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Automation, Computers, Curriculum Guides, *Instructional Design, *Instructional Systems, Man Machine Systems, Media Selection, *Military Training, Task Analysis, Training Objectives

Identifiers-*Instructional Development

A brief review of some of the more important needs imposed by current and projected Department of Defense training problems is followed by descriptions of such automated aids as the LAMPS MARK III Weapons System and the Air Force's F-16 Instructional System Development (ISD) effort. These aids have been designed and developed in response to the need for empirically tested instructional methods to train personnel to operate increasingly sophisticated and complex weapons systems. Also considered are recent developments in automated task analysis, objectives hierarchies, media selection, syllabus construction, and training support analysis, and implications for computer assisted instruction and computer managed instruction are discussed. (RAO)

ED 172 815 IR 007 452

Fasick, Adele M. England, Claire

Children Using Media. Reading and Viewing Preferences among the Users and Non-Users of the Regina Public Library.

Regina Public Library, Saskatchewan (Canada).
Pub Date-Jan 77
Note-85p.; Not available in paper copy due to small print
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Childhood Attitudes, *Children, Childrens Books, Library Circulation, Library Collections, *Library Research, *Library Services, *Library Surveys, *Public Libraries, User Satisfaction (Information), *Use Studies

This study, commissioned to investigate how well the collection and services of the Regina Public Library meet the educational and recreational needs of the children of Regina, has tried to answer these questions: For what purpose do children in Regina use the public library? How well are the informational and recreational needs of library users met? What characteristics differentiate children who use the library from those who do not? Are there changes in policy, services, or collections which the library could make which would improve services to library users? and Are there changes the library could make which might encourage non-users to make use of the library? The study focused on school age children, and results are reported separately for the 6 to 9 year-old-group and the 10 to 12 group. Design and methodology for the study are described and the statistical analyses used are discussed. Recommendations are offered for three areas: policy and planning, collections and services, and programs and publicity. Two questionnaires are appended, one for library users and one for schools. (Author/RAO)

Lenz, Millicent Mahood, Ramona M.

A Children's Literature Adventure into Video.

Pub Date-78

Note-17p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Literature, College Students, *Educational Television, Planning, *Production Techniques, Scripts, *Student Developed Materials

This paper discusses some of the problems encountered by students in an introductory children's literature course as they planned and produced brief television presentations centered around picture books suitable for an audience of young children. A rationale for the project is provided as well as a detailed review of the planning process. The widely differing techniques used for presentations are briefly described, the attendant success factors and difficulties are indicated, and results of a questionnaire completed by students at the end of the course are discussed. It was concluded that a number of measures would be necessary to make this a more worthwhile project in children's literature courses where the time that can be devoted to it is minimal. (RAO)

ED 172 817 IR 007 455

Salesi, Rosemary A. Garwood, Sam S.
Information Retrieval. Diffusion of Innovations Handbook Series.
Maine Univ., Orono. Coll of Education.
Pub Date-78
Note-29p.; For related documents, see IR 007 456, IR 007 457
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Bases, *Diffusion, *Educational Innovation, *Indexes (Locaters), *Information Retrieval, Information Storage, On Line Systems, Search Strategies
Identifiers-Educational Resources Information Center, ERIC

This handbook examines sources of information useful to educators and educational consultants who wish to learn about innovative practices and/or solutions to educational problems in other schools. A discussion of information storage describes the access to information in reports, periodicals, unpublished reports, and other materials through such special publications as indexes, bibliographic reviews, annual reviews, and yearbooks; some of the more commonly used of these publications are listed and described. Guidelines for defining the topic of an information search are provided to assist in the selection and examination of appropriate sources for the information desired. A description of the services provided by the federally funded Educational Resources Information Center (ERIC) data base includes the monthly index to its document collection, a monthly review of articles in professional journals, and the availability of items in the document collection. The advantages and disadvantages of computerized searches of the educational literature are discussed, and the computer search process is briefly described. A list of selected readings is included. (CMV)

ED 172 818 IR 007 456

Caffarella, Rosemary S.
Needs Assessment. Diffusion of Innovations Handbook Series.
Maine Univ., Orono. Coll. of Education.
Pub Date-78
Note-34p.; For related documents, see IR 007 455-457
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conferences, *Education, *Evaluation, *Evaluation Methods, Group Dynamics, Hearings, *Needs Assessment, Observation, Questionnaires, Testing

This handbook reviews several methods for conducting a needs assessment, including surveys, observation, testing, public hearings, spatial analysis, and conferences. A detailed section on the development of questionnaires is provided, and the appendices include samples of questionnaire information handouts, a nominal group process technique, written materials useful in needs assessment, a needs assessment summary, and several bibliographies. (Author/CMV)

ED 172 819 IR 007 457

Abbott, Andrew D. And Others
Packaging for Dissemination. Diffusion of Innovations Handbook Series.
Maine Univ., Orono. Coll. of Education.
Pub Date-78
Note-58p.; For related documents, see IR 007 455, IR 007 456
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Diffusion, *Educational Innovation, Educational Planning, *Educational Programs, *Information Dissemination, News Writing, *Production Techniques, Slides, Tape Recordings, Technical Writing, Workshops

This handbook reviews some of the forms that can be used to package educational projects for dissemination to other schools, such as written reports, slide tape presentations, news releases, conference presentations, and workshops. Guidelines and suggestions in the essays on each format are supplemented by the appendices, which include a report writing questionnaire; a brochure design checklist; guides for writing news releases, descriptive journal articles, and research articles; instructions for submitting materials to ERIC; a workshop budget plan; a list of methods of presentation; an administrative checklist; a form for group observations; and a workshop evaluation form. A list of selected readings is included. (CMV)

Association of Research Libraries Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.
Pub Date-Dec 76
Note-23p.; For related documents, see ED 087 384, ED 129 222-223, and IR 007 460
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Library Administration, *Library Research, *Management, *Professional Associations, Publications, *Research Libraries, *University Libraries

Some of the conditions in research libraries which have shaped the Office of University Library Management Studies' (OMS) approach to library management studies are outlined, OMS activities during 1976 are described, as well as priorities for 1977. OMS work with member libraries in 1976 indicated that research libraries are primarily concerned with: (1) increasing financial pressures; (2) the need for improved processes for building, maintaining, and servicing collections; (3) the difficulty in understanding and influencing libraries' organizational environments; (4) the need to improve libraries' effectiveness by redefining their goals; and (5) the requirement to clarify the role of library managers and improve the use of staff resources. The OMS has responded to these concerns through the Management and Analysis Program, Management Skills Institutes, a goals-based staff performance appraisal program, the design of a focused self-study and subsequent pilot test, the Management Training Film Program, regional workshops, surveys conducted by the Systems and Procedures Exchange Center, and studies of the use of managerial and technical specialists, machine-based information services, and collection management in research libraries. An annotated list of the flyers and kits from the Systems and Procedures Exchange Center (SPEC) is provided, as well as a bibliography of OMS publications and documentation for 1976. (Author/CWM)

ED 172 821 IR 007 460

Association of Research Libraries Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.
Pub Date-Dec 77
Note-21p.; For related documents, see ED 087 384, ED 129 222-223, and IR 007 459
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Library Administration, *Library Research, *Management, *Professional Associations, Publications, *Research Libraries, *University Libraries

The Office of University Library Management Studies (OMS) activities which are reviewed include providing member libraries with resources and services ranging from research and development programs to information collection and dissemination programs and training. In addition to conducting Management Skills Institutes and regional and special focus workshops, the OMS prepared and distributed three major publications on the topics of library use instruction, audiovisual materials for

point-of-use library instruction, and library management issues in the 1970's. Two libraries completed the Management Review and Analysis Program and five surveys of member library practices were conducted by the Systems and Procedures Exchange Center (SPEC). The OMS also designed a Collection Analysis Procedure for research libraries, prepared a manual, and initiated three test library studies, as well as assisting the Council on Library Resources in testing the Academic Library Development Program at three demonstration libraries. A film on the issue of managerial leadership was acquired by the Management Training Film Program, which continued to make available resources for in-house library training programs. SPEC kits and flyers based on survey results are described, and a bibliography of OMS publications and related documentation is attached. (CWM)

ED 172 822 IR 007 461

Gilreath, Charles L.

CAIN Online Users Guide.

Texas A and M Univ., College Station. Library.
Spons Agency-National Agricultural Library (DOA), Washington, D.C.
Pub Date-Apr 76
Note-176p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Agriculture, Autoinstructional Aids, Cataloging, Data Bases, Indexing, Information Processing, *Information Retrieval, Information Systems, *On Line Systems, *Search Strategies
Identifiers-*Cataloging and Indexing System

This manual, intended for the librarian or information specialist beginning with online systems, introduces the National Agricultural Library's (NAL) Cataloging and Indexing System (CAIN) and presents the search techniques required for retrieving information on agriculture and its many related fields. The manual, which concentrates on the online mode of accessing the CAIN data base, discusses the basic strategies employed in constructing search strategies for online literature retrieval and the fundamentals of establishing computer communications; provides information about the CAIN unit record and cataloging and indexing practices followed by the NAL staff; and details information about access to the CAIN data base, including access with the DIALOG system of Lockheed Retrieval Service and through the ORBIT system of System Development Corporation. (Author/CWM)

ED 172 823 IR 007 462

Clark, Collin, Ed.
California Public Library Systems Directory, 1979.
California State Library, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-50p.; For a related document, see IR 007 463
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Information Networks, *Library Networks, *Library Services, *Public Libraries, State Libraries

This second statewide public library systems directory includes 15 cooperative and three single jurisdiction library systems organized under the California Library Services Act (CLSA) together with their associated library networks, and the regional reference centers or networks serving more than one system organized as demonstration projects under the federal Library Services and Construction Act (LSCA). Entries were developed from materials supplied by each system or project and include addresses, staff names, and policies and services information. An index of public library system members concludes the volume. (Author/CWM)

ED 172 824 IR 007 463

Hardin, Michael J., Comp.

CAL INFO: California Agency Libraries and Information Sources.

California State Library, Sacramento.

Pub Date-Mar 79

Note-163p.; For a related document, see IR 007 462 ; Contains some light type

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Information Services, *Information Sources, Library Collections, Library Services, Policy, *Special Libraries, *State Agencies, *State Libraries

This loose-leaf directory of identified California state agency libraries and information sources lists names of staff, address of agency, hours, subject strengths, circulation policies, and services of each agency. Information was collected through questionnaire survey, and telephone and personal interviews. Directory entries are arranged by formal agency titles, while the library name index is arranged by the library's familiar name. A personal name index of librarians and other state employees supervising agency libraries is also included. (CWM)

ED 172 825 IR 007 465

Children's Books and Recordings. 1978.
New York Public Library, N.Y.
Pub Date-78
Note-48p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Childrens Books, *Cultural Background, Natural Sciences, *Phonograph Records, Poetry, Preschool Children, Sciences, Tales

This briefly annotated bibliography of selected children's books and recordings is a salute to the International Year of the Child. Included in its listings is a section highlighting some translations and representative publications from other countries; these depict a range of mores from Edwardian England to that of the Aborigines of Australia. A list of titles by category is followed by a full bibliographic description and annotation for each title in the main body of the work, which is also arranged by category. Minority cultures are well represented, as are books with non-sexist themes; perennial favorites are also mentioned. The 17 categories presented include picture books for preschoolers, picture books for older children, picture book folk and fairy tales, folk and fairy tales, easy-to-read books, stories, stories for older children, holiday stories and songs, poetry, the performing arts, pastimes, designers and builders, nature and science, many people/many ways, background readings on children and literature, new editions and reprints, and recordings. A title/author index is also provided. (JD)

ED 172 826 IR 007 466

Hines, Theodore C. And Others

Computer-Based Systems for Increasing Information Access to School Media Center Materials. Final Report.

North Carolina Univ., Greensboro. School of Education.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Nov 78

Grant-G007603348

Note-170p.; Not available in paper due to print quality of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cloze Procedure, Elementary Education, Indexing, *Information Retrieval, *Instructional Materials Centers, *Library Materials, Library Networks, *On Line Systems, Reference Materials, *Research Projects, School Libraries, Search Strategies, Subject Index Terms, Vocabulary Development

Identifiers-*Children Media Data Bank

The project presented here explored the possibility of using computer-based systems to increase information access to non-text children's materials at the pre-school through elementary (6th grade) school levels. This final report includes an indicative summary as well as ten separate papers that describe a range of applications of proven computer techniques to school media center materials: (1) Computer Access to Children's Media''; (2) School Media Programs and Networking: A Position Paper''; (3) Elimination of Redundancy in Keyboarding Bibliographic Data for Computer-Based Information Systems''; (4) Subject Headings for Children's Materials''; (5) Computer-Based Production of School Media Center Reference Tools''; (6) Computer Searching of Materials for Children''; (7) A Multi-Level Approach to Computer-Based Control of Indexing Vocabularies''; (8) Children's Media Data Bank and Information Center: A Library Research and Demonstration Project''; (9) A Generalized Test and Quiz Program''; and (10) A Computerized Technique for Producing Cloze Text Materials.'' Project findings suggest important implications at the national, regional and local levels. Detailed reporting is planned for a later date. (Author/JD)

ED 172 827 IR 007 467

Paisley, William And Others
Conceptualization of Information Equity Issues in Education.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-14 Feb 79
Contract-OB-NIE-G-78-0203
Note-64p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Federal Programs, Geographic Distribution, *Information Dissemination, Information Needs, *Information Retrieval, *Justice, Research Methodology, *Research Projects, Tables (Data)
Identifiers-*Educational Information, ERIC, *Information Equity

This special study for the Educational Dissemination Systems Support Program (EDSSP) contributes to the conceptualization of information equity in education and provides data bearing on equitable provision of information and equitable opportunity to obtain information. Substantively, the conceptualization is illuminated by two exploratory studies of data bearing on Educational Resources Information Center (ERIC) database coverage and on geographical distribution of information programs. Methodologically, the report demonstrates ways to develop and analyze statistical indicators of educational knowledge production, dissemination, and utilization. Data tables and figures are provided, as well as appendices on the methodology of the ERIC database analysis and the frequencies and percentage of variables used in the analysis. (Author/JD)

ED 172 828 IR 007 468

Conroy, Barbara

Cooperative Information Network Staff Development Project: An Evaluative Study with Recommendations. Final Report.

Cooperative Information Network, Stanford, Calif.
Pub Date-1 Apr 79
Note-95p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Library Cooperation, *Library Networks, *Library Programs, Questionnaires, Research Methodology, *Staff Improvement, *Summative Evaluation
Identifiers-*California, *Cooperative Information Network

A study was conducted to examine and evaluate the impact of the Cooperative Information Network (CIN) Staff Development Project (CIN-SD) in individual CIN libraries and to recommend methods for establishing on-going staff development programs in libraries. This report presents findings gathered from a survey employing questionnaires and interviews, provides an assessment through 12 conclusions, and proposes a number of specific recommendations. A large portion of the study is a staff development evaluation form, developed from the CIN staff development experience, and intended as a tool to assist library administrators and staff members in establishing on-going staff development programs in their libraries. Appendices provide the study methodology, survey findings, staff development questionnaires for libraries using and not using CIN-SD, schedules of interview questions (staff and administrator forms), and list of the systems and libraries participating in the study and the library personnel interviewed. CIN is a communications network among all types of libraries in five northern California counties intended to expand and improve information services. (Author/JD)

ED 172 829 IR 007 469

Merriam, Elizabeth B. And Others
Coping with Copyright.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-78
Note-25p.
Available from-Publications Sales, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Bulletin No. 8040, Free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Copyrights, Interlibrary Loans, *Libraries, Reprography
Identifiers-*Copyright Act 1976, Fair Use

Intended to help librarians, administrators, and trustees better understand the ramifications of the new copyright law, Public Law 94-553, this brief document asks and answers some of the basic questions concerning compliance with it. Questions answered include: What is the new copyright law? What are the implications for libraries? What is fair use? What are the copyright guidelines? What are the minimum requirements which a library should meet for compliance? Should your library adopt a copyright policy? What are the guidelines of the National Commission on New Technological Uses of Copyrighted Works (CONTU) relating to Subsection 108 (g)(2) (interlibrary arrangements for photocopying)? What record maintenance is necessary? What is copyright clearance? How will copyright law affect contractual arrangements for purchase of serials or other materials? What effect does the law have on local archives? and Who is liable under what circumstances? Appendices provide the minimum guidelines for classroom copying of books and periodicals in nonprofit educational institutions, guidelines under fair use for music, and CONTU guidelines for interlibrary loans; a bibliography of primary and secondary sources is also included. (JD)

ED 172 830 IR 007 472

Czuchry, Andrew J. And Others
Digital Avionics Information System (DAIS): Training Requirements Analysis Model (TRAMOD).
Dynamics Research Corp., Wilmington, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-58(I)
Pub Date-Apr 79
Contract-F33615-75-C-5218
Note-70p.; For related document, see IR 006 831; Appendix A (Task Dictionary) will not reproduce due to small type size
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Algorithms, *Aviation Technology, Data Bases, Flow Charts, *Instructional Systems, *Life Cycle Costing, Methods, Military Training, *Systems Development, Task Analysis
Identifiers-*Avionics, Digital Avionics Information System, Training Requirements Analysis Model

The training requirements analysis model (TRAMOD) described in this report represents an important portion of the larger effort called the Digital Avionics Information System (DAIS) Life Cycle Cost (LCC) Study. TRAMOD is the second of three models that comprise an LCC impact modeling system for use in the early stages of system development. As part of the overall modeling system, the training model is an efficient tool for developing training programs on the basis of task, time, and resources criteria. This report explains the approach used in developing this model and its analytic value as a method for determining training requirements, as well as the methodology used to develop the task-related characteristic data necessary for its application to the DAIS. The model is described by explaining the techniques and algorithms used to accomplish its function, and the task dictionary, task characteristic parameters/values, and acronyms are provided in appendices. A bibliography is included. (Author/JD)

ED 172 831 IR 007 529

Dalton, Phyllis I.

Alaska Conference on Library and Information Services: An Evaluation.

Pub Date-79

Note-35p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Conferences, Evaluation Criteria, Evaluation Methods, *Information Services, *Library Services, Objectives, *State Programs

Identifiers-*Alaska Conference Library and Information Services

Based on the author's observation of the activities of this pre-White House Conference on Library and Information Services and a synthesis of the reactions of the conference delegates, this evaluation assesses the extent to which this conference, held in Juneau on March 8-9, 1979, met its own objectives. A discussion of library and information services in Alaska provides the reader with background for the conference. Evaluation goals and procedures are presented, as well as a statement of the goals and objectives of The White House Conference on Library and Information Services and the Alaska conference. The attainment of stated objectives, measured by responses to a participant evaluation questionnaire, is evaluated and followed by a summary of participant comments. A discussion of the success of the conference by seven additional criteria, conclusions, and recommendations conclude the report; appendices include the evaluation questionnaire (tabulated), examples of conference recommendations, and selected references. (JD)

ED 172 832 IR 007 563

Report on Questions Raised and Requests Made at the 1978 National Conference of Librarians Serving Blind and Physically Handicapped Readers.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date-Apr 79
Note-58p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Blind, Educational Programs, Human Resources, Library Equipment, *Library Materials, Library Planning, Library Reference Services, *Library Services, *Physically Handicapped, Publications, Special Libraries, Visually Handicapped, Volunteers

This report outlines topics addressed at the meeting in the areas of policy and procedures, planning and development, reading materials, equipment, reference services, music services, volunteer services, and publication services; information is presented in question and answer format in each subject area. Questions and comments directed to guest speakers and panelists who participated in the conference are included in six appendices, which are concerned with access to the media, volunteer resources, student resources, religious resources, training, and extension of services. A list of conference attendees is also appended. (CWM)

ED 172 833 IR 007 645

Comprehensive Long-Range Program for Library Services in Wisconsin. Annual Revision 1978.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date-78

Note-49p.; Wisconcin Governor's Conference on Library and Informations Services

Journal Cit-Wisconsin Library Bulletin; v74 n3 p114-60 May-Jun 1978
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Background, Economic Factors, Educational Trends, *Information Services, *Libraries, Library Cooperation, *Library Services, Mass Media, Objectives, Population Trends, *State Programs, *Statewide Planning
Identifiers-Library Services and Construction Act, Library Users, *Wisconsin

Intended to provide background information useful to delegates to the Governor's Conference on Library and Information Services (September 1978), the first five chapters of this annual revision of the state program constitute a citizen's overview of library and information services in the state, with some attention to matters national in scope: (1) Wisconsin and Wisconsin residents population profiles, economic indicators, trends in education, mass media/communications/technology, and library users profile; (2) local library and information services in the state; (3) the area and library and information services, with emphasis on cooperative and coordinated area services; (4) statewide library and information services; and (5) regional and national library and information services. The final two chapters Goals and Objectives: A Summary Update and Library Services, and Construction Act Criteria and Priorities focus on continuity and long-range planning. Maps are included that show the location of various kinds of libraries and library organizational areas in the state. (Author/JD)

ED 172 834 IR 007 654

Waddock, Sandra A. And Others

Final Report of the Massachusetts Governor's Conference on Libraries and Information Services.

Massachusetts State Board of Library Commissioners, Boston.

Pub Date-May 79

Note-120p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Business Responsibility, *Citizen Participation, Community Surveys, Copyrights, *Government Role, *Library Automation, Library Collections, Library Cooperation, Library Facilities, *Library Networks, *Library Planning *Library Role

Identifiers-Massachusetts

This comprehensive report of the pre-White House Massachusetts Governor's Conference on Libraries and Information Services includes background and planning information, a summary of events and speeches at the conference, and the resolutions resulting from the conference. Participants were predominantly lay people with some representatives of the library/information science community. The conference was designed to focus public attention on the need for information services, on the problems of access to information, on the role of libraries in providing information, and to fix responsibility for making plans and taking appropriate action. Planned by the Citizens' Advisory Committee, consisting of lay delegates and librarians, the conference was coordinated by a Core Committee representing library associations and types of libraries. Pre-conference activities included surveys of public library users and non-users, regional meetings, and public forums. The Conference addressed the issues of library role; present and future technologies; responsibilities of the private sector and federal, regional, and local governments; library cooperation and networks; library resources; copyright; and relationships among users, libraries, and the private sector. Results were coordinated by a resolutions committee. Excerpts of speeches, subcommittee reports, and questionnaire results are appended. (CWM)

ED 172 835 JC 790 175

Product Outcome Objectives: Model Grant to Serve Educationally Disadvantaged Adults.

Chemeketa Community Coll., Salem, Oreg.; Linn-Benton Community Coll., Albany, Oreg.; Portland Community Coll., Oreg.

Spons Agency-Oregon State Dept. of Education, Salem.

Pub Date-78

Note-356p.; Objective 7, to assist students in identifying a realistic educational goal, has been deleted due to irreproducibility

Pub Type- Guides - General (050) - Guides - Classroom - Learner (051) - Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Community Colleges, *Compensatory Education Programs, Curriculum Evaluation, *Educationally Disadvantaged, *Evaluation Criteria, Individualized Instruction, *Junior Colleges, Models, Remedial Instruction, Remedial Programs, School Holding Power, Spelling Instruction, Student Evaluation, Student Recruitment, Student Testing, Vocabulary Skills

Three Oregon community colleges collaborated to develop a model program to meet the learning needs of educationally disadvantaged students. The model consists of several Outcome Objectives, or goals for the program. The discussion of each objective includes background information relevant to the specific goal and a description of the methods used to achieve the goal. The objectives for the model are: (1) to identify basic skill levels in reading, writing, and mathematics required for entrance into and successful completion of various programs; (2) to evaluate the effectiveness of existing materials and techniques used with the educationally disadvantaged; (3) to describe a testing, counseling, and advisory service that will identify disadvantaged learners; (4) to identify and recommend methods of recruiting and retaining educationally disadvantaged students; (5) to develop individualized learning programs, specifically in spelling and vocabulary skills; (6) to identify and evaluate curriculum materials and instructional aids; and (7) to develop on-going assessment criteria to monitor students' progress. A substantial portion of the model consists of actual survey instruments, evaluation tools, tests and placement materials, curriculum guides, and bibliographic references. (DR)

ED 172 836 JC 790 206

McCarter, W. Ronald Barnes, Edwin L.

Organizing and Managing Small Rural Colleges: More Bang for the Buck.

Pub Date-Aug 78
Note-25p.; Papers presented at the Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, College Faculty, Community Colleges, *Cost Effectiveness, *Efficiency, Faculty Development, Financial Problems, *Junior Colleges, Marketing, *Organizational Effectiveness, Personnel Needs, Personnel Policy, Productivity, Publicize, *Rural Schools, Small Colleges, Staff Meetings, Staff Utilization, Student Recruitment

While small rural colleges have much the same goals as larger institutions, they have fewer resources with which to work, and therefore their management problems are unique. In the areas of staffing, time management, staff development, and recruitment and promotion, the small college can increase management effectiveness. Despite increasing government regulation, and decreasing funds and qualified applicants, certain hiring problems can be met by: (1) requiring faculty to demonstrate dual competencies; (2) eliminating traditional administrative and instructional positions that can be replaced by paraprofessional positions; and (3) effectively using part-time faculty and graduate students. Effective time management can have a positive influence on daily, weekly, and annual planning, delegation of authority and best use of support staff, and time wasted or well-spent in meetings. In times of reduced resources, staff development seems to be the most feasible means of providing a needed skill in an organization. Doing so requires identification of specific needs, support by faculty and administration, and judicious use of techniques such as free consultants, in-house experts, and personnel exchange with other schools and industry. Finally, marketing can be most effective if it reflects environmental factors such as consumer freedom of choice, competition, efficiency, and social change. Appendices illustrate various strategies. (AYC)

ED 172 837 JC 790 208

Cossey, Beatrice

The Application of CETA Within California Community Colleges as a Legal Reality.

Pub Date-Nov 78
Note-9p.; Paper presented at the Conference of the California Community and Junior College Association (November 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Cooperative Planning, Cooperative Programs, Economically Disadvantaged, Economic Development, Federal Legislation, *Job Training, *Junior Colleges, *Legal Responsibility, Master Plans, *Program Administration, School Community Relationship, *School Industry Relationship
Identifiers-*Comprehensive Employment and Training Act

When the 96th Congress reviews the 1978 Amendments to the Comprehensive Employment and Training Act (CETA), their action may affect the community colleges. Therefore, it is important that community college administrators understand these Amendments. CETA's intent is to provide job training to economically disadvantaged persons to maximize their employment opportunities. Additionally, it provides for maximum coordination between CETA programs and economic and community development. Increasingly, the community college will be working with business and industry to train economically disadvantaged, un- and under-employed persons. College vocational curriculum, scheduling, and admissions may need adjustment to afford better coordination. The CETA Amendments which may be particularly significant to the community colleges are: (1) Title I now emphasizes administrative regulations; (2) it also requires that prime sponsors submit a master plan and annual plans with long-term goals for improving the labor market and economic conditions; (3) it requires prime sponsors to document consultation in planning with public and private program agencies; and (4) Title VII, Section 701, attempts to involve the local business community in CETA activities by providing a Private Sector Council, whereby businessmen function as brokers, advisors, and liaisons between prime sponsors and small business. (AYC)

ED 172 838 JC 790 247

LaVigne, Velma Hebbard

A Model for Senior Citizen Education at the College of DuPage, Using the Delphi Technique.

Pub Date-Sep 78

Note-136p.; Ed.D. Dissertation, Sarasota University

Pub Type- Dissertations/Theses (040) - Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Access to Education, *Adult Education, *Adult Education Programs, Community Colleges, Community Education, Community Surveys, Educational Needs, *Junior Colleges, Models, *Needs Assessment, *Older Adults, *Outreach Programs, Program Planning, Senior Citizens, Teacher Attitudes

Identifiers-Delphi Technique

Using the Delphi forecasting technique, a model program was designed to provide educational services to elderly members of the community served by the College of DuPage. A questionnaire was developed and administered to three groups: full-time faculty at DuPage (N 15), local officials and authorities on aging (N 13), and senior citizens of the county (N 100). Response rates for the three groups were 93.0%, 70.0%, and 33.0%, respectively. Questionnaire responses indicated consensus among all three groups that (1) seniors should participate in planning educational programs, (2) off-campus facilities should be utilized but seniors should not be segregated from other age groups, (3) full-time college faculty should teach courses for seniors, and (4) transportation problems can deter seniors from utilizing educational opportunities. The proposed program model incorporates the four steps of planning, organization, implementation, and evaluation, and recommends regular courses in a variety of subject areas taught by full-time faculty as a major component of the educational program. Flexibility in scheduling and location of facilities is encouraged for optimum participation, as is the development of expanded funding sources to support the program. Background information and a literature review are included and questionnaires and survey results are appended. (DR)

ED 172 839 JC 790 286

Hansen, Evelyn Unes

Advising Time Inventory: Consequences of the General College Individualized Baccalaureate Degree Program on Faculty Advising, Activities, and Academic Load. The General College Studies, Volume XV, Number 2.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-27 Oct 78

Note-19p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bachelors Degrees, *Educational Counseling, *Faculty Advisors, *Faculty Workload, *Individualized Programs, Junior Colleges, Noninstructional Responsibility, Organizational Change, *Postsecondary Education, School Surveys, Student Needs

In order to determine if the recently instituted, individualized baccalaureate (BA) degree program at General College had affected the time spent in, and the nature and scope of faculty advising, this study identified how much real time'' was spent by faculty in advising, with whom, and on what kinds of activities. During the winter quarter, 1978, each of the 96 faculty members were assigned three randomly selected weeks in which to record each advising contact; the length of time involved; the topical purpose of the meeting; and the classification of the advisee by year, program credits, and primary place of registration. Results indicated that faculty spent 5,374.5 hours in advising during the quarter an average of 55.9 hours for each faculty member invested in 147.2 visits. The day school student body was comprised of 80% associate of arts students, 5.1% adult special students, 7.5% BA students, and 7.5% who were not designated. Day school students received 76% of the advising time; BA students (both day students and Continuing Education and Extension students) received 12.9% of the time. Additionally, in advising day students, faculty spent 22.4% of their time on baccalaureate program-related activities. Thus, the study revealed that the individualized baccalaureate degree program required more advising time than expended in advising conventional lower-division programs. (MB)

ED 172 840 JC 790 306

High School Graduates History and Projections, 1973-1989. Institutional Research Report No. 78/79-8.

Mississippi Gulf Coast Junior Coll., Perkinston.
Pub Date-23 Jan 79
Note-6p.; Data tables have been deleted due to irreproducibility
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cohort Analysis, Community Colleges, Declining Enrollment, *Enrollment, *Enrollment Projections, *High School Graduates, *Junior Colleges, Labor Market, *Population Trends

Historical data on enrollments in grades one through twelve and high school graduates in the four-county service area of the Gulf Coast Junior College District were collected for 1973 to 1978 and enrollments were projected for the years 1979 to 1989. Once grade and graduation figures were verified for accuracy, a Cohort Survival Method was used to determine the survival rate from one grade to the next. Three survival rates were computed, yielding three-, four-, and five-year averages for each of the four counties (George, Harrison, Jackson, and Stone). For the total four-county district, high school graduates numbered 4,037 in 1977. Peak enrollment of 4,235 is expected in 1978 and graduates are expected to decline to 3,602 by 1989, a decrease of 12%. The two larger counties, Harrison and Jackson, are anticipated to show declines of 13% and 10%, respectively, between 1979 and 1989, and Stone County to show only a very slight increase. George County graduates, however, are expected to increase by 30% between 1978 and 1989. Industrial expansion, increased highway construction, and high per capita earnings contribute to the expected growth in this county. Total population for the district is expected to increase from 272,977 in 1973-74 to 418,300 projected for 1995. (DR)

ED 172 841 JC 790 320

Kapraun, E. Daniel Coldren, Doris W.

Academic Advisement: An Integrated Approach.

Pennsylvania State Univ., Uniontown. Fayette Campus.
Pub Date- 78
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Counseling Effectiveness, Counseling Goals, *Counselor Evaluation, *Counselor Role, *Educational Counseling, *Faculty Advisors, Guidance Objectives, Interdisciplinary Approach, *Junior Colleges, Occupational Choice, *Transfer Students, Vocational Counseling, Vocational Interests

Providing students with the opportunity to explore academic/career alternatives during the first two years of college is a basic mission of the Division of Undergraduate Studies (DUS) of the Fayette campus of Pennsylvania State University, which provides the first two years of numerous baccalaureate programs. Effective academic advisement, which is crucial to this mission, is provided through a dual advisor system. The generalist advisor insures that the specialist (DUS-College) advisor has adequate information regarding the academic abilities and interests of the advisee, recent academic rule and curricular changes, and the advising process. The responsibilities of the DUS-College advisor are classified into two categories: procedural and substantive. Procedural reponsibilities include: maintaining a complete and up-to-date record of each advisee's progress; insuring that each advisee possesses or has access to appropriate academic information; and maintaining a working knowledge of academic actions which require advisor approval. Substantive responsibilities of academic advisement include: developing the student's schedule; developing a realistic academic plan cooperatively with the student; evaluating the student's academic progress; and exploring an appropriate long-range academic/career goal with the student. The criteria by which effective academic advisement is evaluated at the college are also explained in this descriptive report. (DJD)

ED 172 842 JC 790 345

McIntyre, Chuck

Community College Long-Term Finance Plan. Agenda Item 6.

California Community Colleges, Sacramento.

Pub Date-Jun 79

Note-45p.; Report presented to the Board of Governors of the California Community Colleges (Los Angeles, California, June 21-22, 1979)

Pub Type- Guides - Non-Classroom (055) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, Capital Outlay (for Fixed Assets), Community Colleges, Community Service Programs, *Community Services, *Educational Finance, Financial Policy, Financial Support, Interdistrict Policies, *Junior Colleges, Noncredit Courses, Part Time Teachers, *Residence Requirements, State Aid, *Student Costs, Teacher Retirement, Teacher Salaries, Tuition

Identifiers-*California

A set of long-term finance principles dealing with student fees, community services, and interdistrict attendance was presented to the Board of Governors of the California Community Colleges for adoption. It was recommended that the Board: (1) oppose any student tuition charges for credit instruction and for non-credit instruction in specified course areas; (2) support a permissive fee charge for community services, that is, a policy that fees for non-credit instruction could be adjusted for those unable to pay, such as senior citizens; (3) retain and increase base budget revenues for community services and provide public funding for one-half of the marginal cost of future changes in community service classes; and (4) liberalize current interdistrict attendance policies to permit students to attend the college and district of their choice, though district residents would have admission priority. Tentative principles for capital outlay funding are discussed, as are issues relating to compensation of part-time faculty, funding for the State Teachers Retirement System, and the "fifty-percent law" dealing with faculty salaries. No recommendations for action on these issues were made. Four appendices present background data and analyses for student fees, community services, interdistrict attendance, and long-term capital outlay. (DR)

ED 172 843 JC 790 346

Gold, Ben K.
Persistence Rates in Day Classes: Fall, 1978.
Los Angeles City Coll., Calif.
Report No.-LACC-79-8
Pub Date-May 79
Note-30p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Courses, Day Students, *Departments, *Dropout Rate, Dropout Research, Enrollment Trends, *Intellectual Disciplines, Junior Colleges, *Junior College Students, *Persistence

In order to investigate patterns of persistence in courses taken by day students at Los Angeles City College, class enrollment data were gathered at the end of the third week of the Fall 1978 semester, at the first and second census weeks, and on the last day of the semester. Additionally, the number of students receiving final grades other than W (withdrawal from class) was determined. Persistence rates were calculated as a percentage of third week enrollment. The study revealed an overall persistence rate of 61.3%, or conversely, that 38.7% of the students enrolled in day classes failed to complete the class with a grade other than W. Individual class dropout rate ranged from 0 to over 80%. The persistence rate of 61.3% is significantly below the Fall 1971 figure of 69.9%. Of 32 departments, 28 showed a lower persistence rate in 1978 than in 1971. Highest rates of persistence generally were experienced in two-year occupational subject fields, especially those related to health. The study report presents persistence rates for all courses alphabetically, then by combining courses into 90 subject fields and 32 departments. In addition, final persistence rates were rank ordered by department and compared with Fall 1971 data. (DR)

ED 172 844 JC 790 348

Craig, William G.
Chancellor's Report.
California Community Colleges, Sacramento.
Pub Date-Jun 79
Note-15p.; Report presented to the Board of Governors of the California Community Colleges (Sacramento, California, June 21-22, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Counseling Programs, Counseling Services, Data Collection, General Education, Grades (Scholastic), Grading, International Education, *Junior Colleges, *Policy Formation, *State Standards, *Statewide Planning, *Vocational Education
Identifiers-California, Vocational Education Data Systems

The study groups and task forces of the California Community Colleges (CCC) worked on various projects during 1978. A $67,658 federal grant was filed with the Department of Health, Education and Welfare to establish a Clearinghouse on International Education; the Grading Policies Study Group continued to examine existing regulations on selected policies with the intent of making recommendations aimed at system-wide grading consistency; and the Advisory Committee on General Education reviewed the work of the California State University and Colleges Task Force on General Education in order to make recommendations regarding CCC guidelines. The Vocational Education Data System (VEDS) was mandated as the major data collection effort for federally funded vocational education programs. At a special meeting with the Director of VEDS, the Board of Governors recommended a delay of implementation and re-evaluation regarding the need for additional information that is being required; the usefulness of this data; and the level of detail required. The Task Force on Community College Counseling prepared a Special Progress Report covering counseling program reductions and personnel changes resulting from financial restrictions. The main Task Force report and nine counseling sub-committee reports, plus the names of Task Force members are included in the Chancellor's Report. (DJD)

ED 172 845 JC 790 364

Kirkpatrick, Rhoda L.

The Development of a Model to Guide the Practitioner in Continuing Education Programs: Learning Theory and Applications Module.

Pub Date-11 Jan 79

Note-118p.; Ed. D. Practicum, Nova University. Some appendices may not reproduce well due to variability of type in original document

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Advisory Committees, Community Colleges, Educational Objectives, *Junior Colleges, Medical Education, *Models, *Nurses, *Professional Continuing Education, *Program Development

Identifiers-John Calhoun Community Coll AL

The purpose of this study was to construct a model for the design, development, and direction of continuing education programs for registered nurses at John C. Calhoun Community College. The model was based on data from various professional conferences; a review of the literature on continuing education in general and concepts of learning theory; and information supplied by 14 continuing education program directors about the model they currently employed. The study and resulting model allowed nurses to identify learning needs, gain desired education, and evaluate program offerings. The model, which is presented, consists of five phases: (1) an introduction which defines nursing and continuing education, and discusses the model itself; (2) a description of the setting (Northern Alabama) and the population (3,412 nurses) served; (3) an overview of the selection and membership of the advisory committee and its role in program coordination; (4) a statement of goals and objectives; and (5) an outline of the delivery system and specific aspects of planning, implementation, and evaluation of the continuing education program as conducted at Calhoun. The phases are graphically illustrated to demonstrate interrelationships among them. Fifteen appendices, comprising half of the report, include various program forms and documents, and a list of the 14 existing programs that supplied information for the study. (DR)

ED 172 846 JC 790 368

Strasser, William C.

For the Community: Continuing General Education. Community Colleges and General Education: Three Perspectives. Part 3.

Montgomery Coll., Rockville, Md.

Pub Date-May 79

Note-144p.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Education, Adult Students, College Curriculum, Community Colleges, *Curriculum Design, *Curriculum Development, Curriculum Planning, Enrollment Projections, Enrollment Trends, Ethnic Studies, *General Education, *Junior Colleges, Junior College Students, *Multicultural Education, Student Characteristics

This analysis of the curricular program for continuing general education of Montgomery College (MC) is presented in the context of the ongoing and increasing effort to provide continuing education to the nation's adult population. Section I discusses general education in the context of the public two-year college and its special curriculum. Section II discusses the distinction between ``general education'' and other aspects of the curriculum; presents several illustrative formats for general education programs; outlines a taxonomy of eight types of courses; and presents a two-level plan of ``general studies'' (or fields of knowledge) and ``integrative studies'' designed to stimulate analysis and application of knowledge from various fields. Section III discusses characteristics of the student population to be served by a general education program, specifically covering age, sex, and family income. It also includes three- and five-year population and enrollment projections. Section IV describes the current state of the curriculum at MC in terms of its legal, administrative, and policy dimensions. The report concludes with Section V on implications of the preceding discussions and recommendations for a continuing general education program. Suggested course titles are appended as well as a general resource bibliography and a special annotated bibliography designed to assist planners of general education courses related to multicultural themes. (DR)

ED 172 847 JC 790 374

Woods, Nancy A.

Factors in the Determination of Cost Effective Class Sizes. Report No. 009-79.

Kalamazoo Valley Community Coll., Mich.
Pub Date-Mar 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, *Class Size, *College Credits, Community Colleges, *Cost Effectiveness, Costs, *Estimated Costs, Expenditures, *Junior Colleges, Operating Expenses, Productivity, Student Teacher Ratio, Unit Costs

A system to determine cost effectiveness of class size should be based on both budgeted and actual expenditures and credit hours at the individual course section level. These two factors, in combination, are often expressed as cost per credit hour, and this statistic forms the primary means of evaluating planned inputs'' against actual outputs.'' For purposes of determining a cost-effective class size, it is not as important that fewer dollars were spent than were budgeted, or that credit hours generated exceeded or fell short of those planned. Rather, it is the control of the proportional relationship between these two factors which, if attained, can improve efficiency. Generally, the relationship between expenditures and credit hours should be close. However, budgeting these factors at the section level is not likely to increase planning accuracy many enrollment influences are beyond the control of planners. Additionally, several problems exist in implementing this type of cost effectiveness analysis. The cost of budgeting at the section level is likely to be prohibitive, and factors such as contractual obligations with the faculty, the nature and fluctuation of student enrollments, and student preferences for classes may all impair administrative ability to obtain optimum class sizes. Hypothetical cases are used to demonstrate the system, and an appendix considers the problems of assigning indirect costs at the section level. (DR)

ED 172 848 JC 790 377

Summary of Feasibility Studies for Non-Traditional Community College Education.

Local Government Research Corp., State College, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-May 79
Note-23p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Community Colleges, Community Surveys, Costs, Educational Facilities, Educational Interest, Educational Needs, Enrollment Projections, Job Training, *Junior Colleges, *Needs Assessment, *Noncampus Colleges, *Outreach Programs, *Program Planning
Identifiers-Pennsylvania

Eight feasibility studies, conducted since 1973, investigated the need for non-traditional approaches to two-year postsecondary education programs in areas of Pennsylvania not served by locally sponsored community colleges. The proposed institutions were modeled on a concept of colleges without walls.'' This concept involves (1) using existing physical facilities on contract or lease without proposing new buildings; (2) providing instruction at various geographic locations; (3) offering courses and programs that meet regional needs and conducting them near students' homes; (4) employing regionally available instructors primarily on a part-time basis; (5) providing decentralized counseling, registration, and similar administrative services; (6) implementing an open admission'' policy; and (7) cooperating with existing institutions. In this collection, each feasibility study is briefly summarized, listing report title, date, local sponsors, and the director of research. Most study reports incorporate needs assessment data from surveys of high school students, adults, and business and professional representatives, and most conclude favorably on the feasibility of such non-traditional educational offerings. Projected enrollments, estimated budgets, and availability of local resources are included in some reports. (DR)

ED 172 849 JC 790 378

Kapraun, E. Daniel Coldren, Doris W.

Beyond Academic Advisement: The In-Service Training of Faculty to Function as Academic Counselors.

Pennsylvania State Univ., Uniontown. Fayette Campus.
Pub Date-79
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Freshmen, Counseling Goals, Counselor Qualifications, Counselor Selection, *Counselor Training, *Educational Counseling, *Faculty Advisors, Faculty Development, *Inservice Programs, Inservice Teacher Education, *Junior Colleges, School Orientation, Teacher Workshops

At the Fayette Campus of Pennsylvania State University (which offers the first two years of baccalaureate education), volunteering faculty members are selected to serve as academic counselors during freshmen orientation on the basis of their student-orientation, motivation, realistic perspective on counseling objectives, and their willingness to be innovative and adaptive. An intensive two-day Counselors' Orientation Conference is conducted prior to freshman orientation to provide faculty with the basic information required to respond to freshman questions and to develop and refine their academic counseling skills. The training of faculty as academic counselors for freshman orientation is expected to enhance year-round instructional and academic advising. Information disseminated at the conference includes an overview of campus services and facilities, a review of the academic structure, and a summary of student data which includes scholastic preparation and grade expectancies. Through the use of slide-tape presentations and group interaction, faculty members learn how to interpret student test profiles, prepare and evaluate counseling interviews, and assist with appropriate course placement. Core faculty who have served as academic counselors use their acquired information and skills to train other faculty advisors. On-going evaluation of the program is being conducted, and will contribute to an in-depth analysis of the program. (DR)

ED 172 850 JC 790 381

Fund for the Improvement of Postsecondary Education (FIPSE) Project. Final Report FY 78-79.

Parkersburg Community Coll., W.Va.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-286p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adult Education, *Adult Vocational Education, Community Benefits, Community Colleges, *Cooperative Education, Cooperative Programs, *Inplant Programs, *Junior Colleges, Participant Satisfaction, Program Development, Program Evaluation, *School Industry Relationship, Trade and Industrial Education
Identifiers-*Industrial Campus Project

The activities of the Industrial Campus Project (Ind-Camp), designed by Parkersburg Community College to provide business/industry plant workers with access to educational opportunities directly at the scene of their employment, are described in this report. This final report, covering activity from January to June 1978, describes project objectives which attempt to blend quality teaching with the production-oriented strategies used by industry, with the intent to improve basic and professional skills and the potential for formal lifelong learning, and to link the traditionally separate worlds of education and work. A statement of intended outcomes is included, as well as a financial update and a description of the urban, blue-collar population served. Additionally, staffing arrangements, college and community relationships, specific course activity, and planning/development directions are examined, and the project is evaluated in terms of administration, population, instruction, and impact. An addendum describes and evaluates activities of an extension period from July to December 1978, which was intended to integrate the project into the college structure and the community and insure its continued operation. Over one-half of the summary is comprised of sample project proposal forms, student data sheets, course information and evaluation sheets, and records for each participating corporation. (DR)

Howard, James E.
California Community College Education: Post Proposition 13.
Pub Date-79
Note-11p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Capital, Community Colleges, Costs, *Economic Change, *Educational Finance, Enrollment, Federal Aid, *Financial Problems, Financial Support, *Junior Colleges, State Aid, *Systems Approach, Tuition

A generic, descriptive system dynamics model is presented for a California community college district single campus. It provides an analytical tool for community college administrators who must consider the dynamic effects of policy changes on the system as a whole, rather than on isolated components of the system, when corrective financial policies are called for by revenue cutbacks. In figure 1 of this Community College Finance Model, a causal-loop diagram illustrates structural assumptions and basic feedback loops. Four major sectors are identified: enrollment, cost, revenue, and tuition. Beginning with the enrollment sector, an admission rate permits students from three income categories to enter the community college. As the number of students increases, the amount of state revenue increases, but there are corresponding increases in the costs of education (salaries, employee benefits, supplies, operating expenses, capital outlay, etc.). Total costs equal total revenues when no tuition is charged. Should this situation change and total costs exceed revenues, a deficit in available funds would be created. This could be alleviated by charging tuition, but tuition creates a disturbance in admission rate. The results of conceptualizing and programming this flow model appear in tabular and graphic form. A bibliography is included. (RC)

ED 172 852 JC 790 383

Survey of the Employment Needs of Business and Industry in Anderson, Oconee, and Pickens Counties: Executive Summary.

Tri-County Technical Coll., Pendleton, S.C.
Pub Date- 79
Note-24p.; Prepared for the Area Commission of Tri-County Technical College
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Employment Opportunities, *Employment Projections, Job Market, Junior Colleges, Labor Supply, Manpower Needs, *Manufacturing Industry, *Needs Assessment, *Occupational Surveys, State Surveys, Technical Education, *Technical Institutes

An employer needs assessment survey was administered to the business/industrial community in the service area of Tri-County Technical College (TCTC) to determine the need for TCTC graduates in various fields, employers' evaluation of TCTC graduate employees, and any trends or changes in local job market. All major industries listed in the 1978 South Carolina Industrial Directory were surveyed; 219 (94%) firms responded and an additional 250 small businesses participated. The survey questionnaire and interviews addressed only those jobs that required education typically provided by two-year technical colleges. Results indicated that local population growth and employment rates had exceeded national trends, and that manufacturing remained the primary source of employment. While no general manpower shortage was indicated, it was expected that the local labor supply would be exceeded by demands for highly skilled workers in non-textile manufacturing, particularly in the computer and data processing fields. TCTC-trained employees maintained good to excellent employment records but industry encouraged more supervisory, public relations, and communication skills training.

Student enrollment in TCTC was expected to continue to rise due to limited opportunities in the area for liberal arts graduates. (DR)

ED 172 853 JC 790 386

North Carolina Community College System: Biennial Report, 1976-1978.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-30 Jun 78
Note-140p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrative Organization, Annual Reports, Budgets, College Administration, College Curriculum, Community Colleges, Educational Facilities, Educational Finance, Educational History, Educational Planning, Enrollment Trends, Expenditures, *Institutional Characteristics, *Junior Colleges, Junior College Students, Space Utilization, State Aid, *Statewide Planning, Statistical Data, Student Characteristics, Tables (Data), *Technical Institutes
Identifiers-*North Carolina

The North Carolina community college system, which includes 37 technical institutes and 20 community colleges, is the subject of this descriptive report. Chapter I reviews the history of the system and its role, purpose, and educational goals. Chapter II describes the administrative network and reporting relationships of the State Board of Education, Community College Advisory Council, Controller, and Department of Community Colleges. Chapter III examines degree programs (Occupational, Transfer, General Education, and Developmental), continuing education programs (Industrial and Adult Education), special projects, and student services. Financial, enrollment, and space utilization data are presented in Chapter IV including institutional expenses and receipts, state expenditures for 1978-79, and proposed budget for 1979-1981. Student statistics include average enrollment by program and institution, and description of students by race, sex, and geographic origin. Space utilization is described in terms of capacity-enrollment ratios and assignable square footage per student. Chapter V of the report discusses planning the biennial program plan, long-range planning, and the civil rights plan and describes the Commission on Goals and the Liaison Committee between the community college system and the University of North Carolina. Chapter VI provides status reports from each campus listing activities and accomplishments for the reporting period. (DR)

Brawer, Florence B. Friedlander, Jack

Science and Social Science in the Two-Year College. Topical Paper Number 69.

California Univ., Los Angeles. Graduate School of Library and Information Science.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Jul 79

Grant-SED-77-18477

Note-37p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Curriculum, Community Colleges, Course Objectives, Curriculum Design, Curriculum Evaluation, Curriculum Problems, Enrollment, Instructional Media, *Junior Colleges, National Surveys, *Science Courses, *Science Curriculum, *Science Instruction, Science Teachers, Scientific Literacy, *Social Sciences, Student Science Interests, Teaching Methods

Identifiers-Information Analysis Products

The findings and conclusions of a study of curriculum and instruction in two-year college social science, science, and science-related technology programs are summarized in three sections. The first selects from 1977-1978 curriculum data which were gathered from catalogs and class schedules of a representative national sample of 175 two-year colleges. Focus is placed on enrollments, and the availability and types of courses for transfer and occupational students, non-science majors, and students in developmental programs, revealing many introductory courses, few remedial courses, and an overall emphasis on serving students already disposed to the sciences. The second section deals with the courses themselves, based upon the results of an instructor survey mailed to 1,275 science and social science faculty members. Selected findings related to various subject areas are provided in terms of numbers of class sections, average class enrollments and completions, course level and objectives, use of instructional media and class activities, grading and examination practices, and instructor characteristics. Traditional teaching methods were found to predominate. The final section reviews the major findings and makes recommendations, stressing the role of the community college in improving science and social science literacy. The instructor survey instrument and responses are appended. (DR)

ED 172 855 JC 790 388

Fent, James E.

Professional Development for Adjunct Faculty in Michigan Community Colleges.

Pub Date-Apr 79

Note-184p.; Ph.D. dissertation, Walden University. Not available in hard copy due to marginal reproducibility of original document

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, *College Faculty, Community Colleges, Educational Needs, *Faculty Development, *Inservice Teacher Education, Institutional Characteristics, *Junior Colleges, Needs Assessment, *Part Time Teachers, Questionnaires, State Surveys, Teacher Attitudes, Teacher Improvement

Identifiers-Michigan

Adjunct faculty, that is, part-time instructors employed for a specific purpose who may not be teachers by profession, comprise more than 50% of the total teaching faculty in community colleges. This study investigated what selected community colleges identified as professional development needs of adjunct faculty, and what adjunct faculty themselves perceived as their development needs; and presented guidelines for an adjunct faculty professional development model for community colleges. A Community College Data Form, completed by 29 administrators in 15 Michigan community colleges supplied data on institutional priorities and perceived needs for development as well as demographic characteristics of the colleges. Of the responding administrators, 88% indicated their college did not have a professional development program; a majority of the remaining respondents indicated that their programs were informal. A Needs Assessment Survey was sent to 15% (307) of all adjunct faculty members and was completed by 79% (243). Responses indicated that adjunct faculty felt they needed more information and development activities than they received. A majority responded that a faculty-instructed, departmental program would be the most beneficial, and expressed a need for closer liaison with full-time faculty and college administration. A model development program is outlined and survey instruments are appended. (DR)

ED 172 856 JC 790 389

Oastler, John Czopek, Michael J.
An Empirical Study Toward a More Meaningful Philosophy Curriculum.
Pub Date- 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, Community Colleges, *Core Courses, *Curriculum Design, Curriculum Planning, Evaluation Methods, *Junior Colleges, *Philosophy, Preservice Education, Student Attitudes, Teacher Attitudes

As part of an effort to determine which basic philosophy courses are appropriate to a community college curriculum, 37 topics were itemized by clustering related philosophical concepts under a general concept or topic. Topics were in turn grouped under the following headings: knowledge, major schools of philosophy, logic, value theory and ethics, and applications of philosophical methods. Then, philosophy faculty members and college students and graduates were asked to evaluate each topic in terms of its importance. Agreement about the importance of a topic would be interpreted to mean that the topic is essential to a philosophy curriculum. Knowledge and value theory and ethics received higher than average ratings by all groups. In the schools of philosophy, Plato and existentialism received high ratings, along with logic and inductive reasoning. In the area of applied philosophy, the philosophies of religion, law, and business were rated higher than average. University and community college professors judged more topics important than the student groups. Community college students did not accord high ratings to as many topics as university students. Both faculty and students felt that those teaching philosophy could have primary expertise in another subject but must have some graduate training in philosophy. (DR)

ED 172 857 JC 790 391

Wells, Richard T.
A Program for the Blind at Randolph Technical College.
Pub Date- 79
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Education Programs, Blind, *Braille, *Communication Skills, Community Colleges, *Daily Living Skills, *Junior Colleges, Program Development, *Special Education, Travel Training, *Visually Handicapped, Visually Handicapped Mobility
Identifiers-Randolph Technical College NC

Randolph Technical College (RTC) and the Division of Services for the Blind of the North Carolina Department of Human Resources have cooperated for two years on a program to provide blind students with the opportunity to receive instruction in a traditional classroom setting on a college campus. Problems encountered in the early stages of the program, before and immediately after it was instituted at RTC, included: difficulties in administrative coordination, the financial burden, securing a classroom and transportation, and recruiting students and staff. Through the efforts of Randolph's Learning Resources Center, the Office of Continuing Education, and other campus departments, instruction is provided to 16 legally blind students by four Braille instructors and one aide. One morning a week, classes are offered in Braille, and Communication Awareness, which includes vocabulary, listening skills, and public speaking. Special learning units cover the metric system; manual dexterity through rug-making; daily nutrition, including shopping and actual meal preparation; and mobility training. Since many of these blind students live alone on limited incomes, programs are designed to help them become self-sufficient. Instruction is supplemented by numerous field trips with the financial assistance of local community organizations. The ultimate goal of the program is to fully integrate blind students into Randolph's Continuing Education Program. (DR)

ED 172 858 JC 790 392

Matley, Ben G.

University Credit for Remedial Work and Upper Division Credit for Lower Division Work: New Kinds of Grade Inflation?

Pub Date-Jun 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits, Community Colleges, Composition (Literary), Junior Colleges, *Postsecondary Education, Programing Languages, *Remedial Courses, Remedial Mathematics, *State Universities, *Transfer Policy
Identifiers-*Lower Division Courses

A study was conducted to determine whether universities award degree credit for remedial courses, and whether certain lower division courses receive upper division credit. Courses under investigation included remedial English (Subject A at Ventura College, California), remedial math (Math X), and traditionally lower division courses in accounting, introductory statistics, COBOL, FORTRAN, and Assembler Language. The catalogs of 13 universities in California, that received 75% of the transfer students from Ventura College, were analyzed in terms of course descriptions and prerequisites. Five of the 13 universities surveyed offered unit credit in remedial English; four awarded credit for Subject A, and three awarded credit in the area of Study Skills, Reading Lab, or Spelling and Vocabulary. Credit for high school or sub-high school math presented the most frequent opportunity for remedial credit: 12 universities offered credit for Algebra II, four for Algebra I, and four for review arithmetic (Math X). At least one traditional lower division data processing course was offered by eight universities for upper division credit four offered more than one. A freshman could conceivably receive up to 12 units toward a bachelor's degree for remedial work and an entering junior could obtain up to nine upper division units for lower division courses. (DR)

ED 172 859 JC 790 393

Pascal, Charles E.

The New Reality of Higher Education: The Agony and Ecstasy of Educational Development.

Pub Date-Jun 78

Note-21p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, June 12-15, 1978) ; Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, College Administration, *College Role, Declining Enrollment, *Educational Development, Educational Objectives, Educational Problems, Financial Problems, *Governance, Institutional Autonomy, Instructional Innovation, *Organizational Change, Organizational Development, *Postsecondary Education, Problem Solving, Staff Improvement, Team Administration

Identifiers-*Ontario

The problems created by declining enrollments and fiscal stringencies have brought about a "new reality" for postsecondary institutions in Ontario and other Canadian provinces. The lean future that institutions face requires clear articulation and communication of institutional goals, retraining and reallocation of redundant academic staff, cost-effective instructional methods, new formulae for financing higher education, and inter-institutional cooperation. On a system-wide basis, an agency is needed that has enough concern to make difficult decisions, and enough authority to implement them. On a more localized level, entrenched academic traditions, excessive departmental autonomy, and outdated organizational structures represent significant obstacles to the problem-solving capabilities of the institutions. A cohesive plan for Educational Development, which includes organizational, staff, and instructional development, can provide an effective program for individual and institutional renewal. The underlying concept of Educational Development is cooperative, fluid, internally consistent activity at all levels of the institution. Programs dealing with professional needs, programs related to instructional concerns, and activities concerning the myriad of organizational problems must be interrelated and incorporate "partnership problem-solving" to adequately confront and resolve the problems of the new reality. (DR)

ED 172 860 JC 790 397

Edling, Walter

Specialized Apprentice-Level Training Programs for Industry.

Pub Date-Jun 78

Note-33p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, June 12-15, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment Problems, *Apprenticeships, Community Colleges, *Cooperative Education, Cooperative Programs, Costs, Industrial Training, *Junior Colleges, *Labor Education, Labor Unions, *Off the Job Training, Program Administration, Released Time, School Industry Relationship, *Trade and Industrial Education

Lorain County Community College (LCCC) has provided training programs for the employees of the United States Steel Corporation since 1969 and for the Lorain Telephone Company since 1977. These training programs are campus-based, and the students attend classes for four or five week periods at a time. An effort has been made to adhere as closely as possible to the regular class pattern of the college in order to integrate the trainees into the regular student body and minimize program visibility on campus. Program content is based on the occupational training needs determined by college representatives and company training officials. Currently, here are four trade areas involved: Basic Telephony, Electrical Skills, Mobile Equipment Repair, and Millwright. Several other trade areas have been serviced at times.

The curriculum, which is common to all students, is based upon a ``building block'' approach that helps alleviate problems of scheduling, student alienation and stress, and finding skilled instructors. The instructors are part-time, temporarily employed specialists in the various trade skill areas. Because of the unique nature of the apprentice groups, there were some problems early in the program. Some of these necessitated the clarification of college/union relationships. An appendix contains course schedules, outlines, and syllabi, and the report describes program costs and administrative structures. (DR)

ED 172 861 JC 790 393

Konrad, Abram G.
Evaluation for Survival: A Model of Institutional Renewal.
Pub Date-Jun 78
Note-17p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, June 12-15, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, College Planning, Environmental Influences, *Organizational Change, *Postsecondary Education, Program Evaluation, Success Factors, *Systems Approach

An approach to help the line administrator conceptualize and direct institutional change is presented. Postsecondary institutions are described from a systems perspective and represented in a linear diagram to identify those areas that can become focal points for renewal activities. A three-dimensional typology provides a framework of alternative renewal strategies which may be characterized by their focus, scope (either institutional or sub-unit), and term or length of operation of the strategy. Seven ``common-sense'' principles which characterize institutional renewal were drawn from the typology. For example, the greater the scope, focus, and term of a strategy, the more reluctance it will meet and the more support it will need. The importance of the interplay between strategies for change and the environment in which the changes will occur is stressed and diagrammatically illustrated. Finally, the complete model for institutional renewal is presented and discussion focuses on two basic phases: (1) the preparation and planning phase, in which the administrator explores possibilities and develops a supportive environment, and (2) the implementation phase, in which the administrator may have to compromise between what is desirable and what is feasible in selecting strategies and goals. Further, the importance of careful and thorough evaluation is emphasized. (DR)

ED 172 862 JC 790 399

Solon, Carol

The Pyramid Diagram: A Tool for Academic Success.

Note-8p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Compensatory Education Programs, Integrated Activities, *Junior Colleges, Learning Theories, *Mnemonics, Recall (Psychological), *Remedial Instruction, Retention, *Teaching Techniques

Identifiers-*Pyramid Diagrams

The basic skills program at Norwalk Community College integrates the teaching of fundamental reading, writing, and study skills with an introductory course in psychology. The pyramid diagram is one of the key techniques used in the program. It is a visual outline which organizes information so that the subject, main idea, and details connect in a logical way. It is based on research about the way the brain retains and retrieves information, which indicates a limit to the number of separate items of information that the brain can remember, which can be overcome by categorizing the information. Pyramid diagrams are introduced as follows: (1) students read a chapter summary; (2) they read aloud facts from the summary which are recorded on separate index cards; (3) the instructor reads the cards randomly to the students who check off each fact; (4) students group the cards and label the groups; (5) a pyramid diagram is constructed recording first the subject of the summary, then the main categories, then the supporting details. Finally, students agree upon a complete sentence encompassing all details represented in the diagram. Students are encouraged to use the technique in textbook reading, organizing lecture notes, preparing for examinations, and organizing essays and research papers. (AYC)

ED 172 863 JC 790 400

Bender, Louis W.

The Legal Implications of Administrative Decision-Making.

Pub Date-1 May 79
Note-12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility, Constitutional Law, *Consumer Protection, Educational Accountability, Federal Aid, Federal Legislation, *Federal Regulation, Governance, *Government School Relationship, Institutional Autonomy, Interstate Programs, Policy Formation, *Postsecondary Education

Administrative decision-making encompasses three levels on which increasing legal challenges and liability and their implications need to be considered. At the local level, this may involve violations of procedural due process. A second level concerns state laws and regulations. Line administrators, who frequently make decisions on programs, personnel, and operations, are insufficiently knowledgeable about state authority in these areas. The third level, related to federal policy issues, involves administrators at higher echelons. In the 1960's, when college administrators accepted federal support through the Constitutional Welfare Clause, they also accepted federal guidelines, regulations, and procedures. In the 1970's, the Interstate Commerce Clause has become more critical because it establishes federal authority in interstate trade. The Federal Trade Commission, which has jurisdiction over proprietary institutions, also deals with consumer protection and false advertising. Principles of consumer protectionism invite federal supervision and instructional administrators must understand concepts such as truth in advertising and that the college catalog is a contract. Also related to the Commerce Clause are limits of autonomy placed upon multi-state institutions, which should be considered by state boards of education and state legislatures. (RC)

ED 172 864 JC 790 401

Cohen, Arthur M.

Counting the Transfer Students. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Note-6p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Credits, *Data Collection, *Definitions, *Information Sources, Institutional Research, Junior Colleges, *Postsecondary Education, Recordkeeping, Research Needs, *Research Problems, State Surveys, Statistical Data, Student Mobility, Transfer Policy, *Transfer Students, Universities

Identifiers-Information Analysis Products

Accurate data on the number of students who transfer from two-year colleges to senior colleges are not available because the ways of counting transfers vary greatly from system to system and state to state. While most studies define transfer students as those who have taken courses at a community college and subsequently enroll at a senior institution, there is little agreement as to the number of units that must be taken before the student achieves transfer status. Statewide definitions range from 30 semester credit hours to one quarter hour of credit some states set no credit hour limits at all. Methods of collecting the data on transfers also vary depending upon whether the researcher is based at a community college or at a state office. Data obtained by college-based researchers are frequently invalidated by low response rates to surveys due to the high mobility of community college students. Nonreturning students and interstate transfers are especially difficult to trace. In cases where the community colleges rely exclusively upon the universities in their region for transfer information, figures are particularly misleading due to missing and incomplete data and other imbalances caused by variations in data collection methods. Tracing students who ``stop in'' and ``stop out'' of different types of postsecondary institutions continues to be a problem as data collection systems do not accommodate them. A bibliography is included. (DR)

ED 172 865 JC 790 402

Barrett, Joseph E.
Successful Course Revision at the Community College of Philadelphia.
Pub Date-Jun 78
Note-41p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, June 12-15, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Course Objectives, *Curriculum Development, Faculty Development, *Instructional Design, *Junior Colleges, Noninstructional Responsibility, Program Improvement, Teacher Responsibility, *Technical Writing, Writing Skills
Identifiers-*Course Revision

A model designed to aid faculty in course development and revision is presented and discussed as it operates at the Community College of Philadelphia. Several guiding principles of instructional development are presented, stressing the importance of a positive approach and the view of instructional development as a mode of communication between students, faculty, administration, and others. A schematic model is presented to show the place of course development within a total program of staff development. The complete Course Development Model contains 21 sequential steps divided into six categories: Analyze, Design, Search, Develop, Implement, and Assess. The first eight steps, focusing primarily on the written development of course goals and objectives, a course outline, and a bibliography, constitute the minimum level of acceptable course development. Several criteria are used by the Instructional Development Specialists and faculty members to evaluate the written course proposals. These are discussed as are various techniques used by the Specialists to help faculty with constructing objectives (Harmes' four-step method is one) and with improving their technical writing. Problems often identified in technical writing include: inappropriate use of the,'' be able to,'' at least,'' and action verbs; lack of specificity and content description; undefined modifiers; and undefined or inappropriate relationship of task to criteria. (DR)

ED 172 866 JC 790 403

Collin, W. J.

Staff Development: An Organizational Skill for Survival.

Pub Date-Jun 78

Note-35p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, June 12-15, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, Community Colleges, Definitions, Faculty Development, *Inservice Programs, *Junior Colleges, *Organizational Development, Program Planning, *Staff Improvement

Claiming that staff development is a new concept that is not well-defined or understood by college administrators, this paper proceeds to define the concept in terms of organizational renewal theory, and present a model useful in planning, organizing, and analyzing staff development activities, programs, and processes in community colleges. A review of background literature stresses the concept of staff and organizational development as a planned, system-wide, educational activity designed to provide the organization with an on-going capacity to renew itself. The model follows in both tabular and descriptive forms and consists of four dimensions that should be outlined for any development program: (1) the purpose or need for the program, (2) the focus or goals of the program, (3) the mode of operation, that is, at what level the program is directed, and (4) strategies or methods which will be used to accomplish the renewal program. Each of these general dimensions is elaborated by specific variables that further explain each dimension. A detailed illustration of the use of the model for planning staff development is included and specific activities are listed that may be undertaken by a practitioner who desires to implement a similar program. (DR)

ED 172 867 JC 790 404

McConnell, William R.

Projections of High School Graduates in the West.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date-Jun 79

Note-111p.; Tables may not reproduce well due to small size of type

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Birth Rate, Cohort Analysis, *Dropout Rate, Dropouts, *Enrollment Projections, Enrollment Trends, Graduation, *High School Graduates, Migration Patterns, *Population Trends, *Postsecondary Education

Individual state projections of the number of public high school graduates from 1979 through 1995 are presented for each of thirteen western states Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. For each state, a four-page section presents detailed historical data, including annual birth patterns, population migration statistics, and rates of student persistence in high school major factors underlying the projections. Detailed enrollment projections are presented, along with analytical tables, and a comprehensive cohort graph. A brief written explanation accompanies each state section. A description of the report methodology is presented separately. The projections for each state (except Wyoming) show a common pattern including the following elements: (1) a peak in enrollments between 1975 and 1982, (2) a significant decrease from that peak to a low point in the 1984-86 period, (3) an increase until 1988 or 1989, (4) a decrease to another low point in 1990 or 1991, and (5) an increase to 1995, the last year of the projection. This basic pattern is the same as that for the country as a whole. However, in the West, projected graduates remain below the 1979 peak throughout the projection period but not nearly so far below as for the United States as a whole. (DR)

ED 172 868 JC 790 406

DesLauriers, Marc P. And Others

Learner Characteristics and Performance Effects in Self-Paced Instruction for Community College Students.

Pub Date- 79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Community Colleges, *Individualized Instruction, *Junior Colleges, *Junior College Students, Pacing, Student Attitudes, Student Characteristics, *Teaching Techniques, Time Factors (Learning)
Identifiers-*Self Paced Instruction

A study was conducted to assess the impact of self-paced instruction on community college students enrolled in an introductory psychology course. Self-paced instruction'' was operationally defined as learners working at their own rate toward standard objectives set by the instructor. Seventy-eight students were enrolled in three sections of the course; each section was randomly assigned to one of three types of instruction: Traditional, Modified Self-Paced, and Self-Paced. Teaching format, amount of time spent in structured class setting, and level of instructor interaction with the class varied with each group. All students were administered a series of personality, intelligence quotient, and attitudinal tests. In addition, they completed pre- and post-test cognitive examinations on course content and attitudinal questionnaires. Characteristics of students in each group were compared, and although students in the traditional group were older and worked more hours, these differences were not found to be statistically significant. Results indicated that while community college students have the cognitive ability to meet the demands of various instructional strategies, they showed a definite preference for a traditional format when compared to the other two approaches. The study also revealed significant attitudinal changes across the treatment groups, with the traditional group yielding the most positive changes. (DR)

ED 172 869 JC 790 407

Tollefson, Terrence A.

Final Report on State Associate Degree/Certificate Standards and Procedures for Community College Program Approval.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-1 Sep 78

Note-29p.; Report presented to the National Council of State Directors of Community/Junior Colleges

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Associate Degrees, Board of Education Role, *College Programs, Community Colleges, Core Courses, *Degree Requirements, Educational Certificates, General Education, Governance, Information Needs, *Junior Colleges, *Program Proposals, State Agencies, *State Standards

Identifiers-Program Approval

The informational and procedural requirements of 30 states for approval of new educational degree programs in community colleges are outlined in this report to the National Council of State Directors of Community/Junior Colleges. A detailed table lists 36 potential elements of program proposals, such as program title, goals, and objectives; students' characteristics and needs data; admission and student selection criteria; enrollment projections; costs and income data; course descriptions; personnel, library, and equipment needs information; and evaluation plans. The table indicates what descriptive information is required by each state to support requests for approval of new programs. A subsequent section indicates to which state agencies or officers the program proposals are submitted for review and approval. Procedures and deadlines for submission of proposals are outlined, and the summary for each state may include information on the ways in which new program proposals are implemented and evaluated. A final section covers the educational requirements for the associate degree and certificate programs currently offered in each state, frequently listing the purpose or orientation of the degree, the total number of course hours required, and hours required in various subject areas. (DR)

ED 172 870 JC 790 409

Farland, Ronn Tarrer, Rod
Student Financial Aid. Agenda Item 3.
California Community Colleges, Sacramento.
Pub Date-26 Jul 79
Note-57p.; Report presented at the meeting of the Board of Governors of the California Community Colleges (Los Angeles, California, July 25-26, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, *Federal Programs, Financial Support, *Junior Colleges, *State Programs, *Student Financial Aid, *Student Loan Programs, Tuition, Work Study Programs
Identifiers-Basic Educational Opportunity Grants, California, College Work Study, National Direct Student Loan Program

A staff report on the availability of financial aid funds to students in California was presented to the Board of Governors of California Community Colleges and includes 13 recommendations for action. The report indicates a continuing increase in federal aid funds since 1955, with over $8 billion available in 1978-79. A review of federal and state programs, such as Basic Educational Opportunity Grant (BEOG), College Work Study Program (CWS), National Direct Student Loan Program (NDSL), and the California Guaranteed Student Loan Program, covers regulations as they affect aid operations, identifies problems and their potential impact, and provides explicit examples of such problems. Recent developments in financial aid are described including the work of the Student Financial Aid Policy Study Group, federal demands for accountability, and staff concerns regarding the effects of Proposition 13. Underutilization of funds is cited as a major concern and a list of contributing factors is enumerated. The effects of the possible imposition of tuition fees is examined including what amount students would pay and how fees will affect aid financing. A description of features and effects of the Middle Income Student Assistance Act (MISAA) concludes the report. A chart listing distribution of BEOG awards by college is appended along with related policy documents and regulations. (DR)

ED 172 871 JC 790 411

Wenckowski, Charlene And Others

Montgomery College Student Follow-Up Study: First-Time Students, Fall 1974.

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date-Feb 79
Note-88p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Aspiration, Age, College Majors, Community Colleges, Educational Background, Employment Patterns, Ethnic Groups, Females, *Followup Studies, Graduate Surveys, Institutional Research, Junior Colleges, *Junior College Students, Males, *Participant Satisfaction, Part Time Students, Relevance (Education), *Student Characteristics, Transfer Students, *Vocational Followup

A follow-up study of Montgomery College students was conducted to determine the extent to which the college assisted students in achieving educational goals, developing career plans, and preparing for transfer to senior institutions. The survey, conducted in 1978, gained responses from 1,840 of the 4,881 first-time students enrolled in Fall 1974, including transfer, career, and special'' (undecided major) students; part- and full-time students; and high school graduates and non-graduates. The questionnaire covered demographic data, goals at college entry, current employment status, transfer status, and satisfaction with the college. Results were compared with similar studies of first-time students of 1970, 1971, and 1972, and also to a statewide 1974 sample. The percentage of special'' students had increased since 1971 and was higher than statewide averages (38% vs. 16%), suggesting a need to reevaluate entry classifications. Respondents were older than in previous studies, more likely to be female, and more frequently transfer-oriented. Of those students currently employed full-time, 73% were in jobs related to their training. Two-thirds of survey respondents indicated they achieved their goals while at college, and 88% reported they would recommend the college to a friend. Minority students in particular (24%) cited job/study conflicts as a reason for leaving college. (DR)

ED 172 872 JC 790 412

Wenckowski, Charlene And Others

The Non-Credit Student: Characteristics, Educational Needs, and Satisfaction with Montgomery College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date-79

Note-96p.; Parts of appendix may be marginally legible

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Education, *Adult Students, Adult Vocational Education, Age, Educational Background, Ethnic Groups, Females, Junior Colleges, Junior College Students, Males, *Non Credit Courses, *Participant Satisfaction, Relevance (Education), School Surveys, State Surveys, *Student Characteristics

Identifiers-*Student Objectives

Students (N 2,780) enrolled in Montgomery College's Community Services Program (MCCSP) in non-credit, continuing education courses during Fall 1978 were surveyed to identify the population being served by the program; the extent of their satisfaction with it and its relevance to their employment; how they learned of the courses; and their future course needs. Respondents (74% of those surveyed) were compared to the Montgomery County population in general, and to 16,770 individuals who were enrolled in a non-credit course in October 1978, and who responded to the same questionnaire administered statewide. The typical MCCSP student was female (63%), between 25 and 44 years of age (55%), a United States citizen (95%), white (90%), and employed full-time (58%); had earned a bachelor's degree or higher (51%); and was likely to be employed in a business-related, service, or government occupation. The MCCSP sample tended to be younger and better educated than the statewide sample. Half of the MCCSP students and 55% of the statewide respondents were ``extremely satisfied'' with the courses, citing ``quality of instruction'' most frequently as the reason. ``Inconvenient location of courses'' was cited most often as a reason for dissatisfaction. MCCSP students were more likely to have enrolled for career-related reasons. (DR)

ED 172 873 JC 790 413

Moten, Charlyne H.

Policy Formulation in a Non-Unionized Community College: An Assessment of the Role Played by the Representative Body of the Faculty (Faculty Council) in the Decision-Making Process.

Pub Date- 77
Note-29p.; Ed. D. Practicum, Nova University
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Collective Bargaining, College Administration, *College Faculty, *College Governing Councils, Community Colleges, Conflict Resolution, Decision Making, *Faculty Organizations, *Junior Colleges, *Policy Formation, School Surveys, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Role

A study was undertaken at Harrisburg Area Community College (Pennsylvania), a non-unionized institution, regarding the function and effectiveness of the Faculty Council in policy formation and decision-making. A three-part survey covered the role of the Council in policy-making, the function of standing committees, and possible alternative representative structures. Seventy-one full-time faculty (62%) completed the form. Of the respondents, 75% felt the faculty had a more limited role than administration in policy formation and 64% believed the faculty role should be expanded. A slight majority (51%) indicated that faculty standing committees did little meaningful work, but 56% also responded that committees were ineffective due to lack of participation by members. Comments made by faculty to open-ended questions in the survey also cited apathy on the part of some faculty as a reason for lack of committee effectiveness. Regarding alternative representation arrangements, 48% of responding faculty felt that an off-campus collective bargaining agency would not be more effective than the Faculty Council in resolving crisis situations. Forty-eight percent felt collective bargaining would not enhance faculty position in decision-making; 41% indicated it would. The survey form is appended. (DR)

ED 172 874 JC 790 414

Raskin, Miriam

The Impact of Values on the Community College Curriculum: A State of Double-Bind.

Pub Date-78
Note-12p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Curriculum, Community Colleges, Educational Discrimination, *Educational Objectives, Educational Philosophy, *Junior Colleges, Middle Class Values, *Observational Learning, Socialization, *Social Values, Teacher Attitudes, Teacher Influence

An investigation of interdisciplinary sources dealing with social values and the college curriculum reveals numerous examples of a double-bind'' situation, in which mutually contradictory signals are transmitted to the student. One example is the discrepancy between the stated purposes of the community college, as contained in its catalog and overt curriculum, and the covert curriculum, with its attendant values, that the student actually experiences. Although community colleges have accepted the traditional philosophy of value-free,'' objective education, charges were made during the 1960's that colleges and universities had abandoned neutral positions on controversial issues students began to articulate the discrepancies between the overt and hidden curricula and descry conflicting values in education. In and out of the classroom, consciously and unconsciously, values are transmitted through moralizing, modeling, laissez-faire attitudes, and values-clarification techniques. Studies have indicated that the attitudes and personalities of teachers have more influence on students than the subject matter taught. Unfortunately, studies of the community college instructor have revealed that their attitudes toward the educationally disadvantaged student are somewhat negative, and that middle class values are deeply entrenched in the institution as a whole. Numerous obstacles impinge on the possible resolution of the problems of the impact of values on the curriculum. (DR)

Iwanaka, Ken And Others
Guidelines in Career Development in Hawaii's Community Colleges.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-G-09-77-00087
Note-64p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavioral Objectives, Career Awareness, Career Choice, *Career Development, *Career Education, Career Exploration, Career Planning, Citizenship Responsibility, Community Colleges, Cooperative Planning, Elementary Education, Individual Development, *Interpersonal Competence, Junior Colleges, Occupational Guidance, Secondary Education, *Self Actualization, Statewide Planning
Identifiers-Hawaii

In order to facilitate the lifelong process of career development and to integrate the resources of the public educational institutions in Hawaii, the goals and learner objectives for the state's community colleges were developed in consonance with those of the Hawaii Career Development Continuum for grades K-12. The four major goals for career development are to help the individual: (1) achieve self-realization through the development of communication skills, clarification of personal values, and development of skills in decision-making and goal-setting; (2) establish and maintain healthy social relationships; (3) maintain economic efficiency as a producer and consumer of goods and services; and (4) fulfill civic responsibilities. Subgoals and learner objectives were developed for each of the major goals at three functional levels awareness, accommodation, and action. The study report presents in a chart the goals, subgoals, and specific skills and activities that should be successfully accomplished at each of the following grade level units: K-3, 4-6, 7-9, 10-12, 13-14. Additionally, the rationale for extending the Career Development Continuum to the community college level and underlying assumptions about the nature of career development and about effective implementation strategies are presented. (DR)

Gross, Carol J., Ed.

Collected Papers: Educational Equity Issues in Community Colleges.

Washington State Univ., Pullman. Northwest Women Studies Resource Bank.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-78p.
Available from-Education Development Center/Women's Educational Equity Act Program Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($1.50)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age, Community Colleges, Employment Statistics, Enrollment, *Enrollment Trends, *Equal Opportunities (Jobs), *Females, Junior Colleges, *Nontraditional Occupations, Personnel Policy, *Salaries, School Holding Power, Sex Discrimination, Sex Role, *Student Recruitment, *Womens Education, Working Women

Three papers focus on problems of women in higher education. The lead article by Janice Brandstrom presents a model plan to recruit and retain more women in non-traditional vocational programs, and to assist women in obtaining related employment after completion. It describes a five-phase Career Development Program including suggestions for recruiting activities, courses and programs, counseling and support services, and job placement programs. Carol Gross reports enrollment data in terms of unduplicated headcounts for fall 1971 and 1976 for 13 Oregon community colleges. Following nationwide trends, female enrollment increased from 48% of the total in 1971 to 56% in 1976. The percentage of females over 24 years of age increased from 33% to 58%. Helen Remick describes personnel audits conducted for Higher Education Personnel (HEP) and State Department of Personnel (DOP) positions in Washington in 1973 to establish comparable salaries for comparable jobs. The results presented are for HEP only and indicate that women's'' jobs (those where at least 70% of persons holding the job are female) did not receive compensation in the same manner as men's'' jobs (where at least 70% of persons holding the job are male). At the lowest level, women received $150 less per month; at the highest level, the difference was about $400 per month. The salaries of women's'' jobs averaged 75% of those of men's.'' (DR)

ED 172 877 JC 790 418

Marsee, Stuart E.
Job Description: Community College President.
Pub Date- 79
Note-8p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, *Administrator Role, *Board Administrator Relationship, *Chief Administrators, Community Colleges, *Junior Colleges, Leadership Responsibility, *Occupational Information, *Presidents

While numerous authors have addressed the subject of the college presidency, the literature does not contain an up-to-date job description of the community college president or the school district superintendent. A job description for the Superintendent/President as Executive Officer for the Board of Trustees would need to include a general statement of administrative relationships; the President/Superintendent will enforce all rules and regulations adopted by the Board, be subject only to the Board, have authority over all other Board employees, and represent the Board in all matters involving law and legal procedure. The description would also state the powers and duties of the office in the following areas: advisement to the Board, execution of Board policies, keeping informed of college programs, interpretation of college/district needs, improvement of instruction and programs, development of community relations, participation in community activities, and nomination of candidates for staff positions. Additionally, he has responsibility for operating costs, facility construction and repair, annual budgets, fiscal operations, information dissemination, regulations governing students, and instructional methods. (DR)

ED 172 878 JC 790 419

McKay, Elizabeth R.

A Longitudinal Study of Administrative Evaluation of the MBO System from 1973 to 1977.

Pub Date-9 Dec 77

Note-78p.; Ed.D. Practicum, Nova University

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Change, Administrative Policy, *Administrator Attitudes, *Changing Attitudes, College Administration, Community Colleges, Evaluation Criteria, Job Satisfaction, *Junior Colleges, *Management by Objectives, Management Systems, Organizational Climate, *Program Evaluation

An administrative program based on Management by Objectives (MBO) was instituted at William Rainey Harper College in 1969 and evaluated in 1973. The evaluation instrument used in 1973 was re-administered in 1977 in order to determine the effectiveness of the current MBO program and administrators' perceptions and evaluations. Subsections of the survey form, completed by 36 Harper administrators, included general evaluation of and commitment to MBO; formulation and implementation of objectives; appraisal process; perception of supervisor; and description of job, self, and institutional organization. Responses were compared to 1973 responses and the percentages of difference were tabulated. Results indicate that administrators of the MBO system at Harper College in 1977 were not as satisfied as those in 1973. There was a decrease in positive perceptions in the seven areas surveyed. Respondents indicated that MBO did not help them in planning; and that little supervisory assistance existed. A significant percentage of respondents stated that their job satisfaction had decreased over the four-year period and a large percentage perceived no increase in personal job effectiveness. A literature review is included and the survey instrument is appended. (DR)

ED 172 879 JC 790 422

Clovis, George A.
The Effect of Student Consumerism on Program Planning.
Pub Date-Jul 79
Note-8p.; Panel presentation to the Southeastern Association of Community College Researchers (Charleston, South Carolina, July 16-17, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Educational Demand, Educational Supply, Enrollment Trends, Followup Studies, *Institutional Research, *Junior Colleges, *Program Evaluation, *Program Planning, Relevance (Education), Student Needs, *Vocational Followup

There are several signs that a college can use to determine if a program needs evaluation from a consumer point of view. Answers to the following questions can be very revealing: How many students start the program per year? How many graduate per year? What do they do when they graduate? How much money do they make? How long do they remain in the job related to their training? What do employers say about the graduates? Finding the answers to these questions can help the college determine if a program should be supported, modified, or discontinued. Such an evaluation of the Dental Assisting program at Parkersburg Community College (PCC) was instigated when the enrollment and graduation rates began to steadily decline. The evaluation found that although the training was good, it was not necessary because those dentists who used dental assistants gave them extensive on-the-job training and did not consider prior training essential. The program was eventually phased out. In another instance, an evaluation of the Welding Technology program at PCC revealed that despite the low graduation rates, which had been of administrative concern, the program was meeting the training needs of students for an entry-level position. The student consumer is becoming very selective and often uses the stop in-stop out'' pattern of attendance to gain the education he/she wants. (AYC)

ED 172 880 JC 790 423

Atkins, Karen B.

The Development of a Revised Written Agreement Between Affiliated Clinical Sites and Spartanburg Technical College.

Pub Date-25 Mar 79
Note-36p.; Ed.D. Practicum, Nova University
Pub Type- Dissertations/Theses (040) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Clinical Experience, Community Colleges, Contracts, Cooperative Programs, Educational Responsibility, *Health Facilities, *Health Occupations Education, Hospitals, Institutional Role, *Interinstitutional Cooperation, Junior Colleges, Practicums, *Technical Institutes
Identifiers-*Affiliation Agreements

In 1968, an affiliation agreement was developed between Spartanburg Technical College (STC) and the first clinical site that provided the medical and health laboratory facilities necessary for the on-site training of STC's allied health science students. By 1978, a number of administrative and policy changes that had taken place at Spartanburg and its clinical practicum sites necessitated the revision of the affiliation agreement. The revised agreement was based upon American Medical Association guidelines, recommendations by STC administrators and faculty, and major input from appropriate hospital officials. The agreement covers the educational and program administration responsibilities of STC, which include determination of curriculum and course content and maintenance of library and instructional materials and the rights and responsibilities of the clinical sites. Several items were deleted from the original agreement due to the financial restraints which prevented the hospitals from continuing to provide certain services to the students. This paper contains copies of both agreements, a bibliography, and a literature review which discusses legal definitions and justifications for written agreements and considers the opinions of medical and educational associations with regard to respective responsibilities in clinical affiliations. (DR)

ED 172 881 JC 790 424

Instructional Facility Utilization.
Kalamazoo Valley Community Coll., Mich.
Pub Date-Jun 79
Note-26p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classrooms, Class Size, Community Colleges, *Facility Utilization Research, *Junior Colleges, Laboratories, School Space, *Space Classification, *Space Utilization

Data describing campus facility use for instructional and related purposes for one week of activity in Fall 1978 were collected and evaluated at Kalamazoo Valley Community College. Four measures of space utilization were used: (1) percent of available time used; (2) percent of available space used; (3) percent of scheduled space utilized; and (4) percent of scheduled capacity utilized. Rooms were categorized as classroom, standard laboratory, open (free-access) laboratory, and combination laboratory (with multiple use). Three time blocks were established: Block 1 included Monday (M) through Friday, 8 a.m. to 4 p.m. and M through Thursday (T), 6 p.m. to 10 p.m.; Block 2 included M through T, 4 p.m. to 6 p.m.; and Block 3 included Saturday, 8 a.m. to 12 a.m. Time use was recorded in minutes. Percentages were computed by comparing the minutes the rooms were available in each of the time blocks to the minutes actually scheduled, and by computing room enrollment capacities with enrollment figures. Results indicated that open laboratories had the highest percentage of utilization of available minutes (83.2%). Standard laboratories had the lowest utilization rate (37.2%). Combination labs had the highest design (enrollment) utilization (80%), standard laboratories ranked second (72.6%), and classrooms ranked third (50.2%). Time Block 2 had between 5% and 6% utilization for classrooms and standard laboratories. (DR)

ED 172 882 JC 790 426

Stevenson, James A.

Materially Disadvantaged Students and the Transfer Function of Community College.

Pub Date-14 Jul 79
Note-7p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Failure, Community Colleges, Developmental Programs, *Dropout Prevention, *Economic Disadvantagement, *Educationally Disadvantaged, Junior Colleges, *Junior College Students, Low Achievers, School Holding Power, Student Needs, Transfer Students

A number of sources have focused upon the lower socio-economic category of community college students and their success in completing a four-year college program. Some are pessimistic, claiming that very low percentages of two-year college students ever graduate from four-year college programs, and that most who drop out are from low income groups. Some sources explain these percentages with reference to the stop out'' phenomenon, others refute the contentions. Statistics show that, as of 1968, 49% of all community college students, but only 12.7% of transfer students, came from families with yearly incomes of less than $10,000. If the matrix of educational disadvantages and low educational aspirations can be broken by an educational institution, then the community college is in one of the best positions to do so. However, such an effort requires greater sensitivity on the part of college personnel, and specific programs to address the needs of economically disadvantaged students. One such effort was undertaken at Macomb County Community College. Almost 400 students from lower socio-economic families were placed in a highly structured, but autonomous, program of regular liberal arts courses. They were taught by 14 instructors and took their courses in blocks of time which kept them together as parts of small cohesive groups. The persistence rate of these students was much higher than that of the student body as a whole. (AYC)

ED 172 883 JC 790 432

Johnson, Bill, Ed.

Adult Basic Education Instructional Materials Guide.

Des Moines Area Community Coll., Ankeny, Iowa.

Pub Date-May 77

Note-146p.; For a related document, see ED 131 896

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Education, Community Colleges, English (Second Language), English Education, High School Equivalency Programs, *Instructional Materials, *Junior Colleges, Mathematics Materials, Programed Materials, Reading Materials, Remedial Instruction, *Resource Guides, *Textbook Evaluation, Textbooks

Intended for use in adult basic education programs (ABE) by faculty members of Des Moines Area College, this annotated bibliography reviews textbooks and instructional materials in four coded categories: remedial language (coded R), English language and writing skills (L), arithmetic and mathematics (M), and teaching English as a second language (ESL). The remedial section stresses phonics and reading and includes some basic science and social studies materials. English and writing skills involve sentence construction, grammar, and vocabulary. The mathematics section covers basic operations, some geometry and algebra, and arithmetic in practical situations. English as a second language stresses vocabulary and conversation skills. Each item is structured to include document title, publisher, text format, general content, and reviewer's comments. Each category includes at least thirty references, and the materials reviewed offer a content range from remedial and elementary grade levels to high school and college levels. General Educational Development materials, designed to prepare students for the High School Equivalency exam, are also reviewed. Many resources incorporate practical and functional living skills, such as consumer awareness, career and job planning, and health and safety into their content areas. (DR)

ED 172 884 JC 790 433

Murphy, Dave Miller, George E.

The Guastello-Zollar Formula for Financing Michigan Community Colleges, 1978-79. A Report Prepared Expressly for the Michigan Senate.

Michigan State Legislature, Lansing, Senate Fiscal Agency.

Pub Date-Jun 78

Note-70p.

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Budgeting, Community Colleges, Correctional Education, Degrees (Titles), *Educational Finance, Educational Objectives, Equalization Aid, Expenditure Per Student, *Finance Reform, *Financial Support, *Incentive Grants, Job Training, *Junior Colleges, Mathematical Formulas, Occupational Guidance, Remedial Programs, Rural Schools, *State Aid, Statewide Planning, Tax Allocation, Tuition Grants, Vocational Education

Identifiers-*Guastello Zollar Formula, *Michigan

The Guastello-Zollar funding formula provides a foundation of state financial support to community colleges based on a "fair share partnership" concept of funding and a program of investment/incentive grants awarded to encourage colleges to implement programs which have high priority in Michigan's educational policy goals. The fair share partnership is based on state aid revenue as a percentage of total General Fund revenues for community colleges in 1976-77 (the prior fiscal year) resulting in a state share of 44%, local tax share of 22.6%, student tuition share of 26.4%, and miscellaneous revenue support of 7.0%. The formula equalizes state share based on average expenditures per student; equalizes local tax share based on regional ability to pay; and provides tuition relief when both tuition and local effort equals or exceeds state averages. The seven investment/incentive grants which may be awarded are: (1) Program Completion Grants, which are based on the number of degrees awarded; (2) Career Education Grants, which are based on commerce degrees and technical certificates; (3) Service Area Grants, which aid remotely located schools; (4) Remedial Program Grants, which encourage remedial education; (5) Target Training Grants, which promote special occupational skill training; (6) Student Counseling Grants, which encourage career planning; and (7) Prison Program Grants, which provide postsecondary education to inmates. Funding formulas are provided. (DR)

ED 172 885 JC 790 434

Gold, Ben K.

Academic Performance of L. A. C. C. Transfers to California State University at Los Angeles, 1977-78. Research Study Los Angeles City Coll., Calif.

Pub Date-Jun 79

Note-12p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Failure, *College Majors, Community Colleges, Grade Point Average, *Grades (Scholastic), Junior Colleges, Postsecondary Education, *State Universities, *Transfer Students

In order to assess the academic performance of transfer students from Los Angeles City College (LACC) to California State University, Los Angeles (CSULA), grade point averages (GPA's), completion rates, and departmental differences were calculated. Findings were based on first quarter grade reports for 691 students entering CSULA in 1977-78. Of the 691 entrants, 561 (81%) completed some work. The first quarter GPA earned by the 561 entrants was 2.47 0.18 grade points below their LACC average of 2.65. Thirty-nine percent of the students earned a B'' average or better at CSULA; 22% fell below a C'' average. Students in Engineering (3%) earned the highest GPA at CSULA (2.72), while students in Business (22%) and Education (1%) had the most difficulty, earning GPA's of 2.21 and 2.04, respectively. Highest averages (3.0 or better) were earned in courses in Music, Physical Education, Engineering, Pan-Afro Studies, and Art. Lowest averages occurred in courses in Counselor Education, Economics, and Criminal Justice. Since 1957, the GPA earned by new LACC transfers to CSULA has ranged from 2.36 to 2.60, with the differential between CSULA and LACC GPA's ranging from -0.18 to +0.21. The -0.18 differential in 1977-78 was apparently due to unusually high LACC GPA's. The number of 1977-78 transfers increased in 1976-77, stemming a five-year downward trend. (DR)

Jackson, Gregory A.

Community Colleges and Budget Reduction. Program Report No. 79-B8.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Grant-OB-NIE-G-78-0212
Note-45p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgeting, Case Studies, Community Colleges, *Educational Finance, Expenditures, Financial Problems, *Financial Support, *Junior Colleges, *Retrenchment, State Aid, State Surveys, Tax Support, Tuition

California's community college system has depended heavily on property taxes, which have been reduced almost 60% by the recent Jarvis-Gann amendment. A statewide study sought some indication of responses to these constraints that might occur in community colleges. Summaries of budget reductions and other actions taken were compiled in 1978 for six community colleges varying in age of institution, total enrollment, geographic locale, and sources of financial support. These summaries indicate that the colleges' major responses were general budget reductions across all programs and activities. Four of the colleges experienced budget reductions ranging from 3.8% to 11.05%; two managed small increases in annual budget. Where reductions were insufficient, colleges cut community-service activities, eliminated evening and weekend classes, spent excess reserves, or deferred major expenditures for maintenance or compliance with federal regulations, e.g., handicapped access provisions. The result, for the present, is roughly the same mix and level of services, although convenience of offerings and college autonomy have been reduced. As salaries will have to increase and state support and enrollments will probably stabilize or decline, it is likely that colleges will have to further reduce services or charge tuition. (Author/DR)

ED 172 887 JC 790 437

Melom, Connie

The Library-College Program at Long Beach City College.

Pub Date-18 May 79

Note-91p.; M.L.S. Specialization Paper, University of California, Los Angeles. Not available in hard copy due to marginal reproducibility of original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, Community Colleges, *Instructional Materials Centers, Instructional Media, *Junior College Libraries, *Junior Colleges, Learning Laboratories, Librarians, Library Facilities, Library Programs, Library Role, Library Services, *Program Evaluation

The library-college'' philosophy conceives of a library as a total educational resource, that (1) fully uses media and instructional aids; (2) stresses independent study; (3) encourages teachers and librarians to share instructional and bibliographic duties; and (4) aids students in achieving competency in reading, speaking, and critical thinking. There is disagreement in the literature over the viability of the library-college concept, however, with several writers maintaining that any student with learning disabilities cannot utilize independent study techniques, and that the professions of teacher and librarian should remain distinct and specialized rather than integrated. A case study approach was used at Long Beach City College (LBCC) to evaluate the library-college program initiated there. LBCC, a two-year community college offering vocational and Associate of Arts degrees, merged four departments, the library, Media Services, Learning Centers, and Basic Adult Education, into the Learning Resources Division. All media are actively used and early studies indicate that students seem to benefit from this coordinated approach. Although librarians spend an increasing amount of time teaching, teachers and librarians do not share functional duties. Independent study is not stressed in the program as LBCC students are believed to require a more structured learning environment. (DR)

ED 172 888 JC 790 438

Master Plan and Inventory of Programs for the California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-79
Note-131p.
Pub Type- Guides - General (050) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Education, Associate Degrees, College Curriculum, *College Programs, Community Colleges, Educational Certificates, *Educational Programs, *Junior Colleges, *Master Plans, *Statewide Planning, Vocational Education
Identifiers-*California

The number and distribution of all academic and vocational programs offered in California community colleges in the academic years 1971-72 through 1977-78 are presented according to major Classification of Instructional Disciplines (CID) groupings. The program areas covered are agriculture and natural resources, architecture and environmental design, regional studies, biological sciences, business and management, communications, computer and information science, education, engineering and related fields, fine and applied arts, foreign languages, health services, home economics, law, letters, library science, mathematics, military studies, physical sciences, psychology, public affairs and services, social sciences, commercial services, interdisciplinary studies, and apprenticeship. In 1977-78 the largest number of programs was offered in engineering and related fields, and in business and management (the latter accounted for 17.7% of all new programs). Pre-Proposition 13 projections, which did not take into account limitations on local property tax funds available for community college support, indicated that the number of new programs was expected to be 1,851 by 1984, which would increase the 1977-78 figure by 24.9%. Charts list all existing, deleted, and planned programs at the state's 104 community colleges and whether each program is certificate or degree. (DR)

Vocational Education Operational Policies: Supplementary Information for the Implementation of the Education Amendments of 1976 Title II, Vocational Education (P.L. 94-482 and P.L. 95-40).

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Jun 79
Note-26p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Educational Finance, *Eligibility, Federal Aid, Federal Legislation, *Federal Regulation, *Financial Support, *Junior Colleges, Program Budgeting, Program Development, *Vocational Education
Identifiers-*Vocational Education Amendments 1976

These guidelines for expenditures in vocational education programs were designed to provide assistance to community college districts in determining the types of expenditures allowable under PL 94-482 and PL 95-40, Title II of the 1976 Education Amendments on Vocational Education. General information is provided on maintenance of effort or per student expenditures, supplanting of funds, and use of matching funds and in-kind contributions. Formulas are provided for determining pro rate students, excess costs, and administrative and personnel costs, as well as methods for allocating matching funds. Allowable uses of basic grant funds are outlined in the areas of improvement, expansion, new manpower and program needs, and maintenance of effort. Specific activities which are fundable under various subparts of the Vocational Education Act are described, including activities relating to program administration, sex fairness, non-English-speaking students, economically and educationally disadvantaged students, handicapped students, and programs for economically depressed areas. General guidelines are provided for Cooperative Vocational Education Programs, Work Study Programs, Support Services for Women, Guidance Counseling and Placement Services. The guidelines explain appropriate activities, use of matching funds, and required documentation. (DR)

Foster Parent Training Project: Final Report.

California Community Colleges, Sacramento. Office of the Chancellor.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-15 Jul 79
Note-132p.; For a related document, see JC 790 288
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Child Rearing, Child Welfare, Community Colleges, *Community Education, Educational Programs, *Family Life Education, *Foster Family, *Junior Colleges, Program Development, *State Programs, Workshops
Identifiers-California, *Foster Parent Training Project, *Parenting

In 1978, the California State Department of Social Services issued a contract to the Los Rios Community College District to develop training programs for foster parents, prospective foster parents, and agency workers throughout California. Twenty-one California community colleges participated in the Foster Parent Training Program (FPTP) in Spring, 1979. Each college structured its program differently, some utilizing workshops and mini-courses, others offering quarter-long certificate programs. Course topics, covering a wide range, included parent effectiveness training; discipline; communication skills; alcohol, drug, and child abuse; dealing with behavior problems; and the role of community licensing and support agencies. Evaluation reports, compiled at the conclusion of the Spring program, are presented for each participating college. They outline planning and implementation strategies, participant recruitment activities, course descriptions, and final evaluations. Appendices list state advisory committee members, project directors at each site, and course and participant statistics. Also appended are selected samples of course announcements, course outlines, and bibliographic and audiovisual materials, as well as survey and evaluation forms used at some of the colleges. (DR)

ED 172 891 JC 790 441

Howard, Alan And Others

Instructional Computing in the Community Colleges of Washington State.

Washington State Board for Community Coll. Education, Olympia.

Pub Date-Jun 78

Note-148p.; Prepared in collabaoration with the Instructional Computing Resource Monitoring Group

Pub Type- Reports - Descriptive (141) - Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Curriculum, Community Colleges, *Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, Computer Science, *Computer Science Education, Course Objectives, Curriculum Guides, Curriculum Planning, Data Processing, Educational Technology, *Junior Colleges, Program Guides, *State Surveys, Teaching Methods

Identifiers-*Washington

A description of current activities in instructional computing in Washington State community colleges is presented, along with curriculum content guidelines and planning procedures to assist colleges which plan to initiate or upgrade their activities in instructional computing. The document provides an overview of computing activities in the entire system and profiles 28 individual colleges, describing courses that are directly related to computing, such as data processing and computer science, and courses that use computing in an ancillary fashion, such as those that use computer-based instruction, computer-managed instruction, and computer-assisted instruction. A description of resources and equipment maintained by each college is provided. A section on planning procedures outlines curriculum objectives and typical content for instructional courses which require access to computing facilities; and describes software, hardware, personnel, and other requirements necessary to meet stated course objectives. The final section presents resource specifications and acquisition procedures, including examples of cost analyses and cost summaries, which will permit the colleges to move from their present level of instructional computing to a more advanced level in a phased growth manner. A glossary of terms and a bibliography conclude the document. (DR)

ED 172 892 JC 790 442

DeCosmo, Richard

1978-79 Recruitment & Retention Program.

Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date-Nov 78
Note-23p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, College Bound Students, Community Colleges, Dropout Prevention, *Information Dissemination, *Junior Colleges, Outreach Programs, Program Development, Publicize, *School Holding Power, *Student Recruitment, Teacher Participation

The Moraine Valley Community College (MVCC) 1978-79 Recruitment Program seeks to increase the pool of students who wish to attend college rather than compete more aggressively for those students who have already decided to participate in higher education. A special adjunct Retention Program has been developed to enhance the entire recruitment process. Both recruiting and retention activities are based on a set of guidelines that stress equality of educational access, availability of accurate information, program manageability, and full involvement of all staff members. Recruiting activities include high school visitations, field trips to bring students to MVCC, and newsletters. In addition, a new shopping center project'' locates college staff and informational displays in target area shopping centers, particularly in low income, racial minority communities. The MVCC Retention Plan involves associate deans, faculty, and students from individual departments in evaluating departmental retention rates and planning corrective strategies. A curricular improvement project is underway and a special effort is being made to advise and counsel students with undecided goals in order to decrease attrition. All the strategies used in the programs, with timetables and specific task assignments are presented in chart and diagrammatic form. (DR)

ED 172 893 JC 790 443

Salmond, Lowell And Others

Annual Report of the Developmental Mathematics Curriculum Committee of the American Mathematical Association of Two Year Colleges: Report of Subcommittee Activity for 1977-1978.

American Mathematical Association of Two-Year Colleges.
Pub Date-Dec 78
Note-26p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, College Mathematics, Community Colleges, Curriculum Development, Curriculum Planning, Electromechanical Aids, Item Analysis, *Junior Colleges, *Mathematics Education, *Mathematics Teachers, Program Evaluation, *Remedial Mathematics, Remedial Teachers, *Teacher Education, Teacher Qualifications
Identifiers-*Hand Held Calculators

The annual reports of five subcommittees of the American Mathematical Association of Two-Year Colleges' Developmental Mathematics Curriculum Committee (AMATYC-DMC) are preceded by a statement of goals for a remedial mathematics curriculum. The Hand-Held Calculator Subcommittee reported the results of a 12-item questionnaire distributed to college mathematics instructors to determine teacher opinion and school policy regarding student use of hand-held calculators, how their use should be taught, and how they affect students' interest and skill in math. The Testing Subcommittee report cites a recently completed analysis of a booklet of categorized multiple-choice test questions for instructor use. The Teacher Qualification Subcommittee surveyed existing requirements for two-year college employment of developmental mathematics teachers. To help develop programs and standards for curriculum at the two-year college level, the Minimum Mathematics Competency Subcommittee surveyed AMATYC members to ascertain which study topics they would require for graduation. The goals of the Evaluation Subcommittee are to identify similarities among existing programs and develop an evaluative tool to determine relative success of various developmental programs. Survey forms and tabulations are included for the reports on hand-held calculators, teacher requirements, and minimal competency. (DR)

ED 172 894 JC 790 444

Friedlander, Jack

Developmental Mathematics. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Note-6p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Credits, *College Mathematics, Community Colleges, Developmental Programs, *Junior Colleges, Mathematics Curriculum, Mathematics Instruction, Mathematics Teachers, *Remedial Instruction, *Remedial Mathematics, Student Placement, Teaching Methods

Identifiers-Information Analysis Products

A review of recent major studies of two-year college developmental mathematics programs shows that there has been much experimentation in curricular offerings, course formats, and instructional approaches, including expanded content related to the students' major fields, and the use of short courses and mini-courses. However, while many instructors are experimenting with new approaches, the traditional classroom-lecture-textbook format remains the dominant mode of instruction. In addition, most programs rely on voluntary enrollment by students rather than outreach or recruitment and instructors are frequently assigned by random selection and rotation. Considerable inconsistency exists in college policies regarding the granting of academic credit for these remedial courses, with one study reporting two-thirds of nationwide community colleges offering credit. Two-year colleges need to design developmental programs to deal effectively with such problems as widespread avoidance of basic mathematics by students, inadequate achievement levels, and high attrition rates. In an effort to increase the effectiveness of their programs, colleges should consider the use of highly motivated and interested instructors, special preparatory training for these instructors, support for teachers to develop innovative instructional methods and materials, and close evaluation of remedial mathematics programs. (DR)

ED 172 895 JC 790 447

Johnson, B. Lamar

Needs and Opportunities: An Exploratory Needs Assessment Survey for University of Alaska, Juneau.

Alaska Univ., Juneau. Southeastern Region.

Pub Date-2 Jul 79

Note-37p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Colleges, Community Surveys, Cultural Education, Curriculum Development, *Curriculum Problems, *Educational Needs, Job Market, Junior Colleges, *Needs Assessment, *Postsecondary Education, Program Evaluation, *Program Improvement, School Community Relationship, School Improvement, School Surveys, Small Colleges

Identifiers-Alaska (Southeast)

The University of Alaska (UAJ) consists of Juneau-Douglas Community College and Southeastern Senior College. Enrollment is predominantly part-time and largely concentrated in the community college. Personal interviews were conducted in May-June 1979 with 16 UAJ personnel and 50 citizens in six adjacent communities to identify local and University needs and to help develop recommendations for institutional improvement. Needs which interviewees identified included: programs and offerings in such fields as fisheries, forestry, and conservation of natural resources and energy; native programs to preserve and extend indigenous culture; preparatory courses for teaching, business, clerical, and engineering careers; more vigorous community planning and cooperation to strengthen UAJ's image; and aggressive student recruitment. Among 25 program and policy recommendations resulting from the interviews are the following: (1) reinforce commitment to high quality programs by evaluating teaching and through research activities; (2) develop a cooperative relationship with community agencies through conferences, vocational internships, and cultural programs; (3) survey local employment needs and opportunities to create a vocational education program consistent with the job environment; (4) expand the library as a resource center; and (5) improve campus services and facilities. (DR)

ED 172 896 JC 790 448

Craig, William G.

Actions Adopted by the Board of Governors of the California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-26 Jul 79

Note-35p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Budgets, Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Educational Legislation, *Junior Colleges, Policy Formation, *Statewide Planning, *Student Financial Aid, Vocational Education

Identifiers-*California, Extended Opportunity Programs and Services, Vocational Education Act 1975

Actions adopted in July 1979 by the Board of Governors of the California Community Colleges are outlined in six areas. The first section deals with the priorities that were established for Vocational Education Act (VEA) programs and presents a timeline that was adopted for program improvements and the provision of support services. This section also supplies the percentage of total budget allocation and actual funding levels of various program elements; e.g., curriculum, research, guidance, and evaluation. The second section contains recommendations relating to student financial aid that direct districts to review policy and staffing procedures and that encourage greater support from the Chancellor's Office and the Board of Governors. The third section, 1980-81 Budget Request and Mandated Functions,'' presents budget changes and priorities. The fourth section, part of the Community College Long-Term Finance Plan, reviews principles of capital outlay. The fifth section covers Title V revisions relating to the Extended Opportunity Program and Services (EOPS). The final action was the approval of Glenn C. Gooder as interim Chancellor for the system. (DR)

ED 172 897 JC 790 450

Kennedy, Patricia

A Planned Learning Approach for Adults Taking Computer-Compatible Machine Shorthand.

Pub Date-12 Mar 79

Note-52p.; Ed.D. Practicum, Nova University

Pub Type- Dissertations/Theses (040) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, Adult Students, *Adult Vocational Education, Business Education, Community Colleges, Court Reporters, *Data Collection, Job Skills, Job Training, *Junior Colleges, Recordkeeping, Stenography, *Student Characteristics, Transfer of Training

Identifiers-*Machine Shorthand

In order to aid admissions personnel and teachers at Vermont College in enrolling, counseling, and motivating adult learners in machine shorthand courses, a set of checklists was developed to gather useful information about student goals, entry-level knowledge and skills, motivation, need for discipline, perseverance, and materials used. Checklists were administered to 18 students in day and continuing education classes at various times from course entry through the completion of the first semester. While early surveys emphasized gathering student characteristics and background data, later surveys addressed specific skills and the degree to which students had attained them or were experiencing difficulty with them. Recommendations were made for expanded use of the checklists, which include the establishment of a card index system to provide instructors and counselors with easy access to achievement information. Transferability of various skills, such as typing, is discussed, and the checklist forms and the text of a preparatory study are appended. (DR)

ED 172 898 JC 790 457

Hankin, Joseph N.

Unit Determination: Basic Criteria in Federal and State Jurisdictions. Trends in Exclusion of Supervisory and Managerial Personnel, Faculty in Professional Schools, Multi-Campus Units, Support Professionals, Part-Time Personnel and Others.

Pub Date-23 Apr 79
Note-24p.; Paper presented at the Annual Meeting of the National Center for the Study of Collective Bargaining in Higher Education (April 23, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Arbitration, *Collective Bargaining, *College Faculty, *Court Litigation, Employer Employee Relationship, Legal Problems, Multi Campus Colleges, *Negotiation Agreements, Part Time Teachers, *Postsecondary Education, Professional Education, Student Personnel Workers, Union Members, Unions
Identifiers-*National Labor Relations Board, *Unit Determination

In higher education collective bargaining litigation, the determination of which academic personnel will be included in bargaining units has resulted in many contradictions. Supervisory and managerial personnel have been included with faculty in some schools, and excluded in others. Law and medical school faculty, support staff, and part-time employees have encountered the same treatment; being welcomed among the faculty units at some institutions and categorically excluded at others. These confusing distinctions have occurred in both public and private

sectors and afflict multi-campus schools as well as single campuses. In reviewing these cases, however, certain criteria can be distilled that coordinate these seeming contradictions. The primary criterion at the base of unit determination is community of interest,'' a concept developed in the private industrial sector. The list of criteria for unit determination of the National Labor Relations Board includes similarity in earnings, benefits, work performed, and job skill requirements, as well as the desires of the affected employees and the institution's history of collective bargaining. There may, of course, be more than one appropriate unit, but only one is chosen; and both sides are tempted to include those whose union views are similar to their own. Each diverse group represented in a unit must be adequately represented. Relevant cases are cited. (DR)

ED 172 899 JC 790 458

Clowes, Darrel Levin, Bernard

The Cooling Out Function Reconsidered.

Pub Date- 78
Note-15p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, Academic Education, *Academic Failure, College Bound Students, Community Colleges, Counseling Programs, Enrollment Trends, Failure Factors, *Guidance Counseling, *Guidance Objectives, *Junior Colleges, *Nontraditional Students, Postsecondary Education, Student Personnel Workers, Vocational Education, Withdrawal

Cooling out'' was identified in 1960 as a specific function of the community college in redirecting students who experienced academic failure. The soft'' cooling out process, which re-directs students into less demanding curricula or out of the college through counseling and advising rather than academic discipline, will increasingly become a reality in the four-year college and university as patterns of student attendance change. There are indications that many recent high school graduates who previously would not have attended college or would have attended a two-year institution are now entering four-year schools, and these students bring new goals, needs, and requirements. If patterns of student attendance change as suggested, three areas need to be reconsidered. First, each institution needs to consider the cooling out function and its appropriateness to the college's mission. Second, student personnel staff must be trained in academic advising and career guidance to strengthen the work done in these areas by faculty. Third, there must be options within the college curriculum to serve a diverse student body. Consideration must be given to alternatives to the traditional academic and liberal arts curricula to make remedial, professional, and career education more available, even within the four-year colleges and universities. (Author/DR)

ED 172 900 JC 790 459

Yess, James P.

Predicting the Academic Success of Community College Students in Specific Programs of Study.

Pub Date-Jan 79

Note-206p.; Ed.D. dissertation, Boston University

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 7912203, MF $11.00, Xerography $22.00)

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Age, *College Majors, Community Colleges, Educational Background, Females, Grade Point Average, *Grade Prediction, Guidance Counseling, Junior Colleges, *Junior College Students, Liberal Arts Majors, Males, Marital Status, Multiple Regression Analysis, Predictive Measurement, *Predictor Variables, *Scores, *Student Characteristics, Vocational Education

The intent of this study was to determine the influence of selected independent variables on the graduating grade point average (GPA) of community college students in various programs of study. A sample of 483 students from one community college represented seven programs of study: Business Administration-General, Business Administration-Transfer, Executive Secretarial, Law Enforcement, Liberal Arts, Engineering Technology, and Nursing Education. Other independent variables compiled for each student included age, gender, marital status, career objectives, Scholastic Aptitude Test verbal and mathematical scores (SATV and SATM), and high school math and English GPA and background. Forward stepwise multiple regression analysis was used to identify the relative ability of the independent variable to predict the graduating GPA. Results indicated that each program had its own predictive character, since variables in the analysis were not selected uniformly for each program. Overall, predictors which consistently accounted for variance in GPA were high school English average, and SATV and SATM scores. Secretarial, and Nursing programs, marital status also appeared as a significant predictor of student success. A literature review and recommendations for use of findings in admissions and academic counseling are included. (DR)

Play Spaces for Preschoolers: Design Guidelines for the Development of Preschool Play Spaces in Residential Environments.

Central Mortgage and Housing Corp., Ottawa (Ontario).
Pub Date-78
Note-96p.; Photographs and sketches will not reproduce clearly

Available from-Central Mortage and Housing Corporation, National Office, Montreal Road, Ottawa, Canada K1A 0P7 ($2.00)
Language-English; French
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Construction Costs, *Design Needs, Educational Facilities, Facility Guidelines, Landscaping, Management, *Play, *Playgrounds, Preschool Children

This bilingual publication deals with the characteristics of the young child, the importance of play to the development of the young child and the design criteria for play spaces that cater to the preschooler's special needs. Included are detailed suggestions regarding location and features that encourage various types of play. The relationship between play activities within the play spaces and the use of natural elements for both landscape and play are discussed. Three design solutions are provided as examples. (Author)

Klein, Jenni W.

Head Start Basic Educational Skills Project: A Research and Demonstration Initiative. Phase I Guidelines.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-5 May 78

Note-36p.; Charts in the appendix may be of marginal legibility due to small print size

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basic Skills, Curriculum, *Demonstration Projects, Early Childhood Education, *Educational Innovation, Elementary Education, Longitudinal Studies, *Models, Parent Participation, Program Coordination, *Program Validation, *Skill Development, Teacher Role

Identifiers-*Project Head Start

This paper describes a new Head Start demonstration project which will focus on the acquisition of basic educational skills at the preschool level (e.g. positive attitudes toward learning, attention control, language skills) and at the elementary school level (e.g. basic academic skills, attention, memory). The first phase of the project, scheduled for completion in FY'78, involves the identification of 15 Head Start programs with existing exemplary basic skills programs reflecting a coordinated emphasis on curriculum, parent involvement, teacher attitudes and staff training, and continuity between preschool and elementary school learning and between school and home experiences. Phase I emphasizes the refinement and documentation of these existing Head Start models. Phase II, beginning in Fall 1979, will involve the development and testing of a variety of basic skills programs in selected field sites. These programs will emphasize a coordinated preschool-elementary school curriculum. Phase III, scheduled for FY'79, will focus on two research objectives: (1) to support the development of two new basic skills models spanning the developmental period from preschool through Grade 6, and (2) to design basic research studies with potential educational applications. The proposal includes guidelines for implementing the programs, budget information, and a timetable for the project. (BD)

ED 172 903 PS 010 603

Frodi, Ann Willie, Diana

Parents' Responses to Normal and Premature Infants.

Pub Date-Mar 79

Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arousal Patterns, Attachment Behavior, Aural Stimuli, *Child Abuse, *Emotional Response, *Infant Behavior, Mother Attitudes, Mothers, *Parent Child Relationship, Parents, *Premature Infants, Visual Stimuli

Identifiers-*Crying

This paper discusses a series of three studies investigating the influence of infants' characteristics and signaling behavior on parents. Videotapes of either smiling/cooing/gurgling or crying infants were used to elicit parents' physiological and affective responses. Measured physiological responses included skin conductance, heart rate, and systolic and diastolic blood pressure. A 10-item mood adjective checklist, a demographic information sheet and the Infant Temperament Questionnaire were completed by parents after the videotape presentation. It was found that images of crying infants elicited a pattern of autonomic arousal usually associated with response to an aversive stimulus. Reported emotional responses to the crying infant were consistently aversive. A crying infant identified as premature was perceived as more aversive than a full-term infant. Mothers of premature infants rated themselves significantly more happy, attentive, and alert than mothers of full-term infants. However, they found the image of the premature infant less pleasant than did mothers of full-term infants. Mothers of premature infants also were more physiologically aroused when viewing the premature infant than were mothers of full-term infants. Insofar as premature infants are more likely to be abused than those born full-term, the findings that premature infants increased autonomic arousal or are perceived as especially aversive when crying may have important implications for the understanding of child abuse. (Author/RH)

ED 172 904 PS 010 630

Solis, Faustina
Family Under Stress.

Pub Date-Mar 79
Note-11p.; Paper presented at the CAEYC Conference (San Diego, California, March 31, 1979) ; Not available in paper copy due to print quality
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Disadvantagement, Family (Sociological Unit), *Family Characteristics, Family Income, *Family Role, Family Structure, Guaranteed Income, Individual Power, Parent Responsibility, Parents, *Public Support, *Social Change, Social Influences, *Social Responsibility, Stress Variables, Technology
Identifiers-*Rights of Children

This paper briefly explores current assumptions about the structure and functions of the modern American family and indicates new social, economic and psychological forces which are influencing parents. Also suggested are areas of concern related to the provision of family support services. (RH)

ED 172 905 PS 010 636

Abramovitch, Rona And Others
Sibling Interaction in the Home.
Pub Date- 78
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Aggression, *Birth Order, Family (Sociological Unit), Family Planning, *Imitation, *Interaction, Play, *Prosocial Behavior, Research, Role Models, Sex Differences, *Siblings
Identifiers-*Agonistic Behavior, Dyads, Sibling Spacing

This study of the interaction between first- and second-born preschool-aged siblings in a naturalistic setting investigates imitative, prosocial and agonistic (aggressive) behavior in terms of age, sex and spacing variables. Thirty-four dyads of same sex siblings were observed for two 1-hour periods in their homes. The younger siblings averaged 20 months of age and the age interval between siblings was either large (2.5 to 4 years) or small (1 to 2 years). The sex of the dyad affected agonistic and prosocial behavior but not imitation. Males were more physically aggressive. Older females were more prosocial in their behavior than any of the other groups. Age of the children within the dyad affected agonistic, prosocial, and imitative behavior. Older children initiated agonistic and prosocial acts more often than their younger siblings. In response to agonistic acts, older children more often made a counterattack, whereas younger siblings more often submitted. Younger siblings imitated their older siblings more often than the older siblings imitated the younger. The interval between siblings had little effect on the patterning of interaction, although there were some indications that the small-interval male dyads were somewhat more negative in their interactions than the other groups. The findings of sex and age patterns and the high levels of interaction in all groups are discussed in terms of the potential importance of sibling interaction for social development. (Author/RH)

ED 172 906 PS 010 638

Taub, Herman P.
An Overview of a Project to Develop Head Start Profiles of Program Effects on Children.
Mediax Associates, Inc., Westport, Conn.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, *Compensatory Education, Emotional Development, Individual Development, Interpersonal Competence, *Measurement Goals, Physical Development, Preschool Education, *Preschool Programs, *Profile Evaluation, *Program Effectiveness, Program Evaluation, Social Development
Identifiers-*Development of Head Start Profiles Program Effects, *Project Head Start National Evaluation Program

This paper provides an overview of a project (now in its formative stages) to develop Head Start measures of program effects on children 3 to 7 years of age. The program approach is distinctive in emphasizing evaluation of all aspects of children's development that may affect their overall competence in reflecting the concerns, views, and values of a broad range of persons, and in recommending that the proposed measures be processed differently with children from different backgrounds in order to generate a plurality of scales of development. Specific descriptions of desired characteristics of children were collected from parents, public school teachers, Head Start staff members and child development scholars. Also, research literature was viewed, and special studies were commissioned. More than 1700 characteristics were identified and aggregated to form six domains: (1) health and physical development, (2) cognitive development, (3) social-emotional development, (4) aesthetic development, (5) moral and ethical development and (6) life skills. These domains include 26 dimensions of development. All domains except (4) and (5) are recommended for inclusion as evaluation measures. It is proposed that these measures be used to assess children's developmental status and that program effects be evaluated in terms of the relative change in children's development resulting from the program. Standards of significant change would be set in terms of the maximum change affected by the consistently most effective programs in a particular dimension for particular groups of children. (SS)

ED 172 907 PS 010 640

Knitzer, Jane And Others
Children Without Homes: An Examination of Public Responsibility to Children in Out-of-Home Care.
Children's Defense Fund, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
Pub Date-78
Note-292p.; Not available in hard copy; some small print is marginally legible
Available from-Children's Defense Fund, 1520 New Hampshire Avenue, N. W., Washington, D.C. 20036 ($5.00, plus $0.50 postage & handling)
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adopted Children, *Change Strategies, Child Advocacy, Child Welfare, Family Problems, Federal Programs, *Foster Children, Foster Family, *Government Role, National Surveys, *Neglected Children, Placement, Problem Children, *Program Effectiveness, *Program Evaluation, Programs, *Public Policy, Social Responsibility, State Agencies, State Legislation
Identifiers-*Childrens Defense Fund, Public Neglect

This book is the seventh Children's Defense Fund report on major problems facing American children at risk of placement or already placed out of their homes. The findings are based on a survey of child welfare and probation offices in a stratified random sample of 140 counties (27 with populations over 300,000, and 113 with populations under 300,000); a national survey of out-of-state placement policies; an in-depth examination of the child care systems of seven states; and detailed analyses of federal legislation, regulations, funding patterns, program administration, and program innovations. In addition to its recommendations for reforming the state and federal role, the report describes a range of successful programs and strategies that offer detailed guidelines for advocates. The report is organized in three major sections: Part I describes the destructive forms of public neglect often resulting in the isolation of children from their families and from the purview of responsible public agencies; Part II takes a comprehensive look at the state and federal role concerning children at risk of or in out-of-home placement; Part III is concerned with how to change the ways child care systems now respond to children without homes and the families of these children. (Author/SS)

ED 172 908   PS 010 643

Eberhardt, Nancy J.
Towards a Cognitive Approach to the Study of Culture Acquisition.
Pub Date-79
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anthropology, Child Language, *Cognitive Development, Cognitive Processes, Culture, *Models, *Research Methodology, *Research Problems, *Socialization, Social Science Research, Theories
Identifiers-*Culture Acquisition

This paper discusses the process of culture acquisition and recommends a new methodology for investigating this process. An examination of the relationship between culture acquisition and cognitive development is followed by a discussion of the way previous research has dealt with this relationship. It is argued that recent developments in linguistics and psychology, as well as in anthropology motivate a reexamination of current assumptions concerning what constitutes a feasible and productive approach to the study of culture acquisition. A new approach is advocated in which culture acquisition is a life-long process of adaptation to one's social and physical environment which is punctuated by periods of relative congruence between one's current theory of reality and the information currently available about that reality. Some examples of how this approach might be applied are provided, using as data research by Williams and Danziger on children's use of kinship terminology, supplemented by some original research data on children's use of honorifics (terms denoting respect). Finally, a summary of the critical issues in the culture acquisition process is provided along with specific recommendations for future research on the topic. (Author/BH)

Berkeley, Muriel V., Ed. Dennis, Deborah Ellis, Ed.
Youth Development and Families.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Oct 78
Contract-HEW-105-78-1300
Note-57p.; Proceedings of a conference sponsored by the Interagency Panel for Research and Development on Adolescence (Washington, D.C., September 18-19, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents, *Family (Sociological Unit), *Public Policy, Research Methodology, Research Needs, Theories, *Youth, *Youth Employment, *Youth Problems, *Youth Programs

This report includes the keynote address and summaries of discussions from three workgroups and the plenary session of a conference on youth development and families. The key address, ''Reflections on Youth and Policies for Youth'' by Martin Trow, presented a typology which categorized youth in terms of adequacy of financial resources and adequacy of socialization. The typology was used to illustrate how the focus of programs for youth may vary depending on the type of youth served. The address also included observations on labor markets for youth and relationships between local politics and federal programs. A summary of the discussion following the address is included in the report. The three workgroup dicussions concerned youth development and families, youth development within the context of the larger society, and theory of youth development. Topics discussed in the first workgroup included definition of the family, the diversity of research orientations on youth development and families, methodological issues in research, and a variety of substantive issues. Topics of particular interest in the second workgroup were the quality of youth service programs, local involvement, public schools, alternative conceptualizations of youth development, labeling of antisocial youth, and means of stimulating and funding innovative research. Of concern in the third workgroup were conceptual issues, stages, the role of culture, role diffusion, and socialization. The plenary session focused on research priorities. Included in the report is an outline of the conference agenda and a list of the participants. (SS)

ED 172 910 PS 010 649

Haas, Hope J.

Philosophical Thinking in the Elementary Schools: An Evaluation of the Educational Program Philosophy for Children.

Rutgers, The State Univ., N.J. Inst. for Cognitive Studies.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-76

Grant-NEH-ES-21960-75-24

Note-63p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Tests, *Affective Objectives, Affective Tests, Black Students, Caucasian Students, *Children, *Cognitive Ability, Cognitive Development, Educational Research, Elementary Education, Elementary School Students, Emotional Development, Empathy, *Philosophy, *Program Effectiveness, Program Evaluation, Research, Scientific Attitudes, Spanish Americans, Surveys, *Teacher Attitudes, Teacher Workshops

Identifiers-New Jersey (Newark), *Philosophy for Children Program, Texas (Denton)

This essay reports the results of a preliminary evaluation of the effects of Matthew Lipman's Philosophy for Children program on fifth and sixth graders in the first year of the program's use in two settings. The program, which involves the use of a novel about children to promote discussion, attempts to engage elementary students in philosophical debate about such issues as the bases of moral decisions and the justification of one's beliefs. The study involved multiple conditions differentiated by setting (Newark, New Jersey or Denton, Texas), by teacher preparation (attendance or non-attendance at workshops), by student ethnicity (black, Hispanic or white), and by the amount of time students spent on the program materials. Also, comparisons were made with control groups not in the program. The student factors measured included curiosity, questioning, reading, listening comprehension, logical thinking, creativity, attitudes toward experimentation, and understanding of interpersonal relations. In addition, the teachers were surveyed about their attitudes toward the program. Data are presented in 16 tables and samples of test items are appended. (BH)

ED 172 911 PS 010 654

Pelham, William E., Jr.

Selective Attention Deficits and Distractibility in Reading-Disabled Children: Recent Data and Renalysis.

Pub Date-Mar 79
Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention, Elementary Education, *Elementary School Students, Individual Differences, Males, *Reading Development, *Reading Difficulty, Reading Failure, *Reading Research, Reading Skills
Identifiers-*Distraction

The series of studies discussed here was designed to provide an extensive investigation into the hypothesis that reading disabilities and deficits in selective attention are related. Three studies were carried out on three different groups of children from first grade through sixth grade, and five different tasks were employed. Subjects were selected from a group of boys diagnosed as reading-disabled. IQs and scores on a standardized test of reading achievement were used as a basis for further selection. Controls were obtained from subjects' classrooms and the same exclusionary criteria were applied. The tasks used in the studies were among those previously used to measure the development of selective attention: visual and auditory forms of a central-incidental learning task, a choice reaction time classification task, a dichotic listening task and a short-term memory task with distraction. As a whole, the results appear to demonstrate that children who are poor readers are not more distractible than and do not have deficits in selective attention relative to comparison children. These studies examined averaged group effects. Individual differences should be studied as well as group means in order to further understanding of reading disability. (Author/RH)

ED 172 912 PS 010 655

Tauber, Margaret A.
Girls' Physically Active Play and Parental Behavior.
California Univ., Berkeley. Inst. of Human Behavior.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-Mar 79
Grant-NICHHD-HD-0228; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, Children, Elementary Education, Females, Grade 3, Longitudinal Studies, Males, *Parent Child Relationship, *Parent Influence, *Parent Role, *Physical Activity Level, *Play, Psychological Studies, *Sex Differences, Socialization

Sex differences in children's physical activity levels, and associations between girls' activity level, childrearing characteristics and parent-child play behavior were investigated in a quasi-naturalistic situation. As part of a longitudinal project, 144 third grade children were videotaped in a 1-hour play session with one of their parents. A variety of toys, ranging from active (for example, a set of styrofoam sabres) to sedentary (puzzles) was available for play. The videotapes were coded for behavioral and mood variables, and these scores factor-analyzed to produce four factors for children (Physically Active Play, Solitary Play, Buoyant Mood and Physical Contact Seeking) and four for parents (Sociable Play, Active Play, Talkative Play and Buoyant Support). There was no difference between girls and boys in frequency of Physically Active Play, but girls engaged in more Buoyant Play and Physical Contact Seeking, boys in more Solitary Play. Discussion of parental characteristics focuses on parents of Physically Active girls, although data for boys is provided in tables. These girls' parents tended to be non-conventional and to be lax rather than firm. Mothers were career oriented and did not emphasize household structure and orderly schedules. Fathers encouraged independence in their daughters. In addition, girls from small families were most likely to be physically active. Ratings of parent behavior in the play session indicated that the parents of physically active girls were themselves significantly more active than parents of less active girls. (Author/SS)

ED 172 913 PS 010 658

Sachs, Jacqueline

Studying Children's Language Through Role-Play.

Pub Date-Mar 79
Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Communicative Competence (Languages), Dramatic Play, *Language Development, Language Research, Linguistic Competence, *Models, *Pragmatics, *Pretend Play, Psychological Studies, *Research Methodology, Role Playing
Identifiers-*Naturalistic Studies

This introduction to, and comment upon, a symposium on communicative competence argues that the appropriate unit of analysis in language development is communicative competence and proposes that the development of communicative competence can be studied usefully through observing children's communication during role play. Communicative competence is distinguished from linguistic competence by the former's emphasis upon the context of discourse and the judgments involved in making speech appropriate to context. Role play is suggested as a source of data because it is a natural activity for children, yet it involves them in situations which do not arise in their real lives (e.g., acting as doctors or parents) and is therefore a setting in which the extent of their knowledge of language use can be assessed. Some problems with this approach are noted briefly. Principles which have been established in other areas of developmental research, e.g., children's tendency to abstract the invariant features in a situation, are recommended as starting points for the proposed research program. The potential utility of this program for other areas of research is suggested and questions are raised about the function of role play in child development. (BH)

ED 172 914 PS 010 659

Koch, Diane A. And Others

Parental Defense Style and Child Competence: A Match-Mismatch Hypothesis.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Mar 79
Grant-NIMH-MH-22836
Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Cognitive Development, *Complexity Level, Institutionalized Persons, *Interpersonal Competence, *Mental Illness, *Parent Child Relationship, Parent Influence, Parents, Peer Evaluation, Personality Assessment, Psychiatric Hospitals, Psychological Studies, Research, Research Utilization, *Social Adjustment
Identifiers-*Defense Mechanisms

This study sought to explore the possible relationship between parental style of psychological defense and children's social competence in 50 families in which one parent had been hospitalized for a psychiatric disorder. The children sampled were nine 4-year-olds, eleven 7-year-olds and thirty 10-year-olds. Based upon a formal analysis of the logical transformations inherent in various defense mechanisms, three levels of complexity of defenses were identified, along with a counterpart set of cognitive operations necessary for decoding these defense levels. It was hypothesized that children lacking the requisite cognitive skills to grasp the logical complexities of their disturbed parent's primary mode of psychological defense would be less socially adjusted and judged less competent than children who can understand the defensive transformations of their parent. The results indicated that children who, due to their cognitive immaturity, cannot decipher their parent's defensive strategies are rated by peers and fathers as less competent than children who can understand their parent's defenses. Furthermore, children with a parent who employs defense mechanisms slightly too complex for them to comprehend are significantly more socially incompetent than children whose cognitive structures are largely mismatched with or are far too immature to understand the complexity of their parent's defenses. Implications of these results for psychotherapeutic interventions with children and families are discussed. (Author/BH)

Agnew, Patricia N. Young, Richard D.

Verbal Mediation, Cognitive Tempo, and Self-Esteem in Normal-Active, High-Active and Hyperactive Boys.

Pub Date-Mar 79
Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 1518, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Problems, Clinical Diagnosis, *Cognitive Development, *Conceptual Tempo, Elementary Education, *Elementary School Students, *Hyperactivity, Informal Assessment, Males, *Physical Activity Level, *Self Control, Self Esteem, Student Evaluation
Identifiers-Impulsivity, *Verbal Mediation

In addition to the prominent characteristics of high activity level, three other criteria are often used in identifying and understanding the hyperactive child. These criteria are impulsivity and cognitive tempo, cognitive immaturity and verbal mediation, and self-esteem. The purpose of this study was to demonstrate that third, fourth and fifth grade boys identified by teachers as disruptive when compared to less disruptive classmates, would exhibit a discontinuous style of responding on a variety of cognitive tasks and would have lower self-esteem responses. Two control groups were composed of normal active and nondisruptive high activity students. Several tasks and inventories were used to investigate the three criteria thought to be associated with hyperactivity. Results indicated that teachers had clearly selected three groups of boys whose rated behaviors fell along an activity continuum with the high-activity manageable group falling midway between the normal and disruptive groups. Cognitive test results suggest that hyperactive boys have more difficulty modifying performance to meet situation demands. The disruptive students did not demonstrate expected impulsivity or verbal mediation behaviors. Disruptive boys rated themselves significantly lower in self-esteem than normal-active peers. (Author/RH)

Cronin, Godfrey E. Young, William M.

400 Navels: The Future of School Health in America.

Pub Date-79
Note-129p.
Available from-Phi Delta Kappa, Eighth Street & Union Avenue, Box 789, Bloomington, Indiana 47401 (Paper, $5.00)
Pub Type- Books (010) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Children, *Demonstration Programs, Financial Support, *Health Education, Health Guides, Mothers, Physicians, *Preventive Medicine, Primary Health Care, Public Schools, School Community Programs, *School Health Services, *School Nurses, *Staff Role
Identifiers-Early Periodic Screening Diagnosis And Treatment, *Nurse Practitioners

This book tells the story of how one school system in a medically underserved community near Chicago conceived and implemented primary care health facilities in two of its schools to serve all the children of the school district. The key to the preventive health care plan is the use of specially trained school nurse practitioners and health aides to provide primary care under the direction of a local pediatrician. Part I of the book describes public health conditions in the Posen-Robbins Elementary School District prior to the introduction of the comprehensive health care program. The planning and implementation of the program are described. In Part II the program's School Nurse Practitioner Program is discussed. Doctors' views of the expanded role of school nurses and the doctor's role in school health are examined. The role and training of nurse practitioners is described in detail. Part III overviews school health programs in Cambridge, Mass., Hartford, Conn., and the island of Galveston on the Gulf coast of Texas. Part IV provides a view of particular school health program activities and settings. The final section indicates problems and possibilities for implementing comprehensive, preventive health care services for children and their mothers in the school. (Author/RH)

ED 172 917 PS 010 667

Wright, John C. And Others

Changes in Conceptual Tempo Over Time: Development vs. Logical Familiarization.

Pub Date-Mar 79

Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Age Differences, *Conceptual Tempo, Efficiency, Elementary Education, Elementary School Students, *Longitudinal Studies, *Mental Development, *Performance, *Performance Tests, Preschool Children, Reaction Time, Test Interpretation

Age-related and test-retest changes in reflection and impulsivity were investigated among preschool and school age subjects and senior adults. A study of each age group was conducted using either the Matching Familiar Figures test (MFF) or the Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP). In all three studies the procedure was to administer the tests individually on four occasions separated by 10 to 20 days. Results are compared to normative MFF data which indicate a sequence of two strategic shifts with age: first, a shift from relatively fast, inaccurate (impulsive) responding to slow, accurate (reflective) response; and then a shift from slow-accurate (reflective) to fast-accurate (efficient) responding. Results of Study 1 resemble the normative data. In Study 2 only the efficiency shift occurred. The reflection shift is prominant in Study 3, while the efficiency shift, though present, is not by itself significant. Similar results were found in the test-retest comparisons. The occurrence of the same shifts at different ages indicates that the shifts in strategy occur not so much as a consequence of age-linked developmental changes in preferred strategies, but more as a consequence of the discovery of optimal strategies for a particular kind of task at a particular level of difficulty. The changes found in the normative data and in this study may be a necessary sequence of strategy development at any age. (Author/RH)

ED 172 918 PS 010 669

Ornstein, Peter A. Naus, Mary J.

Effects of the Knowledge Base on Children's Rehearsal and Organizational Strategies.

Pub Date-Mar 79

Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Children, Cognitive Development, Cognitive Processes, *Knowledge Level, *Memorizing, *Memory, *Mnemonics, Psychological Studies, *Recall (Psychological), Research

In addition to the important role of memory strategies in mediating age changes in recall performance, it is clear that the permanent memory system (or information available in the knowledge base) exerts a significant influence on the acquisition and retention of information. Age changes in memory performance will be fully understood only through the investigation of the interrelationships among memory processes and the evolving knowledge base. It seems likely that the knowledge base can affect memory performance either ``directly'' or mediated via the operation of deliberate memory strategies. Research on verbal rehearsal and organization provides an example of the ``direct'' case. Given a stimulus list with a strong built-in organization (such as a set of taxonomic categories presented in a blocked fashion), children who are active and passive rehearsers show minimal differences in performance. Investigations of the mediated case concern the effects of stimulus familiarity on rehearsal and recall. Preliminary data suggest that extended familiarity with to-be-remembered materials, perhaps resulting in stronger inter-item associations in the knowledge base, may be critical for the maximally efficient execution of active rehearsal techniques. This and other findings suggest that the implementation of a deliberate organizational strategy is not content free, but rather depends upon the nature of the to-be-remembered material to which the strategy is to be applied. (Author/SS)

ED 172 919 PS 010 670

Terpstra, Jake

Group Homes for Children: Types & Characteristics.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.-DHEW-OHDS-79-30170

Pub Date-79

Note-16p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Differences, *Foster Homes, Institutional Characteristics, Organization Size (Groups), *Placement, *Planning, Professional Personnel

Identifiers-*Group Homes

This booklet is intended primarily to assist persons who are planning and administering group care home programs for children. The fast growth of group homes has increased the variety of resources that are available for children. It may be questioned, however, whether placement skills have kept pace with the increase in placement choices. This material, in briefly overviewing the history, optimal size, program differences, coed populations, placement criteria, staffing and examples of group home care, indicates what some of the group home variables are and how they affect a child in care. (Author/RH)

ED 172 920 PS 010 671

Bosch, Samuel J., Ed. Arias, Jaime, Ed.

Evaluation of Child Health Services: The Interface Between Research and Medical Practice.

Fogarty International Center (DHEW/PHS), Bethesda, Md.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Report No.-DHEW-NIH-78-1066
Pub Date-78
Note-287p.; Proceedings of a conference at the John E. Fogarty International Center (Bethesda, Maryland, March 7-9, 1977) ; Some parts may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-046-00043-8, $4.75)
Pub Type- Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Case Studies, *Child Care, Children, Community Education, Community Health, *Evaluation Methods, *Family Health, *Health Programs, Health Services, *Medical Care Evaluation, Program Effectiveness, Program Evaluation, Research
Identifiers-*Latin America, *United States

This monograph derives from a conference sponsored by the Fogarty International Center for Advanced Study in the Health Sciences. The goals of the conference were (1) to establish channels of communication between health care evaluators from different disciplines and from different countries in the Americas, and (2) to promote an exchange of information and experience in evaluation techniques: comparing approaches, methods, needed resources, difficulties, achievements, and failures. Of primary concern was the need for a current evaluation of maternal and child health services delivery systems and the implications of this evaluation for health professional education in the Americas. The monograph consists of five position papers on child health care, 10 papers on case studies involving different methods of evaluation and different types of child health care programs, followed by discussions, and two papers on uses of evaluation in education. The contributors, representing a variety of perspectives and backgrounds, include experts in evaluation, health care, social science research, education, policymaking, and economics. (Author/SS)

Hollenbeck, Albert R. Slaby, Ronald G.
Imitation as a Skill in Infancy.
Washington Univ., Seattle.
Pub Date-Apr 75
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (Sacramento, California, April, 1975)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Females, *Imitation, *Infant Behavior, Infants, *Language Development, *Language Rhythm, Males, Modeling (Psychological), Phonemes, Psychological Studies, *Sex Differences, *Social Reinforcement

The acquisition of imitative responses without reinforcement was investigated with infants by eliminating contingent reinforcement through the use of videotaped models. Twenty-nine male and female infants were randomly assigned to one of two groups, a Rhythmic Vocalization Group or a Conversation Control Group. Infants in the first group were shown a videotape of an adult female model repeating a novel phoneme in a sequence of sounds and pauses. Infants in the second group were shown a 10-minute videotape of a conversation in a daytime television drama. Trained observers behind a one-way vision mirror scored the frequency and duration of six types of behavior, including vocalization of the novel phoneme. Two types of data analyses were performed: a 2 (Treatment Group) X 2 (Sex of subject) X 3 (Repeated Sessions) analysis of variance, and an event sequential analysis to determine whether observed vocalizations at any lag significantly exceeded expectation. The general findings were: (1) no infant in the study imitated the novel phoneme or repeated the precise phoneme pattern; (2) data from the sequential analysis indicated evidence for imitation of the rhythmic component of the phoneme pattern; and (3) the type of stimulus presented had differential effects on males and females. Although there were no differences at pretest, following treatment males increased their vocalizations in response to the conversation videotape while females decreased their vocalizations. (Author/SS)

ED 172 922 PS 010 674

Enright, Robert D. Sutterfield, Sara J.
An Ecological Validation of Social Cognitive Development.
Pub Date-Mar 79
Note-20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, Elementary Education, *Elementary School Students, Grade 1, *Moral Development, *Peer Relationship, Psychological Studies, *Social Behavior, *Social Development
Identifiers-Damons Moral Judgment Measure, Ecological Validity, *Naturalistic Research, Spivack and Shures Social Problem Solving Measures

Two classrooms of first graders (n-40) were administered Damon's moral judgment measure, Spivack and Shure's social problems solving measure and Stanford-Binet vocabulary. Concurrently, two observers recorded in the children's school environment incidences of successful resolutions of interactions, amount of derogation, and the number of times a child was approached by peers. A positive relationship was predicted between moral development and frequency of success, proportion of success, and number of times the child was approached by others. Negative relationships were predicted between morality and frequency of unsuccessful responses, proportion of such responses, and derogation. The same predictions were made for social problem solving and the behavioral variables. Vocabulary was the disciminant cognitive variable; thus, no relationship to behavior was predicted. Results confirmed the positive relationship of the moral variable with proportion of successes and numbers of times subjects were approached by peers. Further, the predicted negative relationship between the moral variable and proportion of unsuccessful outcomes held. When vocabulary was partialed out, these relationships did not hold for social problem solving reasoning. As expected, vocabulary did not relate to competent social behavior. The results support moral judgment as an ecologically valid social cognitive construct. (Author/SS)

ED 172 923 PS 010 675

Asano, Mildred M.

Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Dec 78

Note-89p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Caseworkers, Day Care Programs, *Early Childhood Education, *Educational Programs, *Intervention, Occupational Information, Parent Participation, Preschool Programs, *School Social Workers, *Social Services

Identifiers-Pennsylvania (Philadelphia), *Project Follow Through, *Project Head Start

This 1977-1978 annual report of the Social Services Component of Early Childhood Programs within the School District of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the Early Childhood Evaluation Unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care (CC); Get Set Day Care (GS); Prekindergarten Head Start (HS); and Follow Through (FT). The fifth program, Parent Cooperative Nurseries, (PCN) was included by program request. Each program was able to attain either fully or partially its specific objectives or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social service workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (GS, FT), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter. (Author/MP)

ED 172 924 PS 010 676

Figgures, Cleo

Report of Early Childhood Programs: Staff Development. Report No. 7914.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Nov 78

Note-123p.; Not available in paper copy due to print quality of some pages

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, Day Care Programs, Early Childhood Education, *Instructional Staff, Parent Participation, Preschool Programs, *Staff Improvement, *Supervisors, Supervisory Activities, Teacher Aides, *Teacher Attitudes

Identifiers-Pennsylvania (Philadelphia), *Project Follow Through, *Project Head Start

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across 11 Early Childhood Education Programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers and aides in the Spring of 1978. Cumulative data indicate that at least 60 percent of the teachers of all 11 programs, and 50 percent of the aides in nine programs, had five or more years of early childhood experience. Greater specific program experience was in evidence among Kindergarten teachers, Original Follow Through aides, Get Set Day Care teachers, assistant teachers and aides, and Prekindergarten Head Start aides, than among other program staff. Based on total responses from all programs, most teachers felt that staff development provided during the year resulted in moderate to great'' change in their classroom effectiveness. The majority of supervisors indicated that they spent the greatest amount of time suggesting activities and offering support regarding parent involvement. The majority of program staff indicated satisfaction with all supervisory services. Generally, assistant teachers and aides in all 11 programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. A large majority of the Parent Cooperative Nursery teachers, however, indicated a willingness to participate in non-reimbursed activities related to parent involvement.

The areas selected most frequently across programs for future staff development were improving the basic skills, social behaviors, creative arts, individualizing instruction, and learning disabilities/classroom management. (Author/MP)

ED 172 925 PS 010 677

Bates, Sue Ann, Ed.

Kindergarten Curriculum Issues: Play. Bulletin No. 8063.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-54p.; For related documents, see PS 010 678-679
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Elementary School Curriculum, *Experiential Learning, Instructional Materials, *Kindergarten Children, *Learning Activities, Manipulative Materials, *Play, Problem Solving, Teacher Role

This bulletin for kindergarten teachers comprises five papers about the use and value of play in the kindergarten curriculum. Topics discussed include the values of various pieces of indoor and outdoor play equipment commonly found in the kindergarten; the nature of young children and their learning; the definition of play; the teacher's role as manager, observer, designer, evaluator and leader of children's play; the use of experiences with clay, including personification of clay forms, to make children aware of their own developmental phases; and the use of play to stimulate children's thinking and improve their approaches to problem solving. These papers are intended to encourage kindergarten teachers to reexamine the kindergarten curriculum and incorporate some of the suggestions into their classes. A questionnaire for the reader's evaluation of the bulletin is included. (Author/SS)

ED 172 926 PS 010 678

Bates, Sue Ann, Ed.
Kindergarten Curriculum Issues: Parent Education. Bulletin No. 8210.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Note-43p.; For related documents, see PS 010 677-679
Pub Type- Opinion Papers (120) - Collected Works - General (020) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development, Early Childhood Education, Elementary School Teachers, Family Influence, *Intervention, Language Arts, Parent Child Relationship, *Parent Education, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Program Development

This collection of articles, intended for kindergarten teachers, focuses on the importance of the teacher's relationship with parents and the need for parents to be active participants in their child's educational development. The first article reviews the literature and research related to parent/early childhood education, touches on some current issues, and suggests that parent education is a necessary prerequisite to parent involvement in the school program. The second article presents a systematic plan for parent-child involvement which includes conducting a needs assessment, drafting an overview, formulating a plan, initiating contact and evaluating the process. The final article describes how parents and others from the community incorporated to provide various language arts experiences for children in the kindergarten. (Author/SS)

ED 172 927 PS 010 679

Bates, Sue Ann And Others
Kindergarten Curriculum Issues: Reading. Bulletin No. 8312.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date-79
Grant-OEG-0-73-2898
Note-48p.; For related documents, see PS 010 677-78
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, *Curriculum Planning, Early Childhood Education, Elementary School Curriculum, Elementary School Students, Language Development, Parent Participation, *Reading Instruction, *Reading Skills, *Teacher Role, Teaching Methods

This paper, a response to questions raised on state and local levels on reading in kindergarten, deals with insights required to teach early reading rather than daily reading activities for children. Sections briefly discussed are: A view of reading as a communication process; the importance of teacher sensitivity to individual differences in children's development; curriculum considerations (the importance of story reading, oral language use, speaking and writing experiences, understanding the organization of print, and a good assessment program); organization considerations such as planning, grouping, and activity areas; and the importance of encouraging parent involvement. Also included are a list of available bulletins and brochures for parents on reading, and a joint statement by seven professional associations of concerns about present practices in pre-first grade reading instruction, with recommendations for improvements. The viewpoint taken is that reading is broader than any one method, commercial program or narrow skills approach, and that reading instruction goes beyond workbooks and ditto worksheets which do not adequately provide for creative and individual achievement. (Author/SS)

ED 172 928 PS 010 680

Prusso, Kenneth W.

Get Set Day Care: Summary Report, 1977-1978. Report No. 7943.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Dec 78

Note-61p.; For related document, see ED 164 142

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Gains, Child Development, *Day Care Programs, *Developmental Programs, Early Childhood Education, Elementary School Students, Family (Sociological Unit), *Health Services, Low Income, Parent Participation, Parents, Preschool Children, Program Effectiveness, *Psychological Services, Public Schools, *Social Services, *Staff Improvement

Identifiers-*Get Set Program, Pennsylvania (Philadephia), Project Head Start

This report summarizes results of an evaluation of the Get Set Day Care Program in the Philadelphia public schools. The program, which provides child care services to low income families, has three purposes: (1) to enable parents or other caretakers of children to work, to receive employment-related training or education, or to receive social or health services; (2) to provide children, including the developmentally handicapped, with individualized care which contributes to their development and self sufficiency; and (3) to prevent or remedy neglect, abuse or exploitation of children and adults unable to protect their own interests, or to preserve, rehabilitate or reunite families. In 1977-78 the program operated in 76 sites and served 4,200 children, primarily between the ages of 3 and 5. The aspects of the program examined and the measures employed were (1) child development (classroom observation, a developmental status checklist and the school achievement record of past participants), (2) social services (the number of social workers' contacts with staff and parents), (3) psychological services (members of referrals and services for developmental delay; speech, language and hearing difficulties; mental retardation; abuse and neglect; and medical or physical problems), (4) health services (screenings, treatment, health education and meals), (5) staff development (supervisors', teachers', assistants' and aides' perceptions of quantity and utility of on-site demonstrations and assistance) and (6) parent involvement (attendance at meetings and participation as volunteers). (Author/BH)

ED 172 929 PS 010 681

Figgures, Cleo

Report of Early Childhood Programs Health Services Component 1977-1978. Report No. 7915.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Dec 78

Note-28p.; For related document, see ED 152 402

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clinical Diagnosis, Early Childhood Education, Elementary School Students, Health Education, *Health Services, *Identification, *Intervention, *Medical Care Evaluation, *Medical Evaluation, Medical Services, Preschool Children, *Preventive Medicine

Identifiers-Get Set Program, Pennsylvania (Philadelphia), Project Follow Through, Project Head Start

This report describes in detail the health services of three Philadelphia programs which have mandated such services (Original Follow Through, Get Set Day Care, and Prekindergarten Head Start). It also highlights the services provided in the other eight early childhood programs in the Philadelphia school district (Child Care, Durham Child Development Center, Follow Through Expansion, Impact Aid, Kindergarten, Parent Cooperative Nursery, Primary Skills, and Project Bridge). Data indicate that although the method of health service delivery may differ among the various programs, provisions have been made to ensure that children's health problems are identified, referrals made, and treatment provided whenever necessary. The findings suggest that because of a more concentrated effort on the part of the school district's division of school health services and the program health staff, a greater number of children in the early childhood programs were served in 1978 than in the previous year. Appendices present data on the health services provided by the Follow Through, Get Set, and Head Start programs. (Author/BH)

ED 172 930 PS 010 683

Play in a Hospital. Why...? How...?
Play Schools Association, New York, N.Y.
Pub Date- 70
Note-52p.
Available from-Play Schools Association, 19 West 44th Street, New York, New York 10036 (Paper, $1.50)
Pub Type- Guides - Non-Cla[illegible]m (055)
Document Not Available fr[illegible]
Descriptors-Art Materials, [illegible]ren, *Hospitalized Children, *Hospitals, *Play, Play Therapy, Program Costs, Recreational Activities, Role Playing, Toys, *Volunteers, Volunteer Training

This pamphlet provides guidelines for hospital play and recreation programs for children. A rationale for providing play activities for hospitalized children is developed and an administrative perspective on play in the hospital setting is Presented. A hospital play program initiated in 1957 by the Play Schools Association at an initial equipment cost of $1,000 is described. The way the Outpatient Department Play Project was planned and implemented when special monies became available is indicated. Special attention is given to the use of the Traveling Toyery,'' a movable toy cart, and standards for selecting good toys for children. Guides and suggestions for volunteers who work in play programs are listed. Also included are ideas for play program activities, suggestions for play equipment and materials, ways to make musical instruments and recipes for crafts materials. In conclusion, books that will help parents prepare their children for a hospital experience as well as other related materials are cited. (Author/RH)

ED 172 831 PS 010 684

Early Childhood Education for Texas Public Schools: Four- and Five-Year-Old Children.

Texas Education Agency, Austin.

Pub Date- 78

Note-32p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education, *Child Development, Cognitive Development, Early Childhood Education, Emotional Development, Kindergarten, Physical Characteristics, Physical Development, *Preschool Children, Preschool Education, Social Characteristics, *Teacher Certification

Identifiers-*Texas

This booklet outlines basic information on educating preschool and kindergarten age children in the Texas public schools. Teacher requirements, provisions for kindergarten endorsement and the emergency teaching permit are briefly discussed. Administrative program requirements, internships, and specialized preparation for school administrators are indicated. Basic characteristics and development of the young child are overviewed. (RH)

ED 172 932 PS 010 685

Levenstein, Phyllis

Home-Based Programs: Nightmare or Dream of the Future.

Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook.

Spons Agency-Carnegie Corp. of New York, N.Y.; Children's Bureau (DHEW), Washington, D.C.; Education Commission of the States, Denver, Colo.

Pub Date-Mar 79

Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ethics, Family Programs, *Home Programs, Home Visits, *Intervention, Parents, Preschool Children, Preschool Education, Program Development, Program Evaluation, Research Methodology, *Research Problems, *Social Services, *Staff Role

Identifiers-Verbal Interaction Project

This essay discusses methodological and ethical problems in the implementation and evaluation of home-based intervention programs for young children and their families. Part I notes the difficulties in (1) selecting an appropriate research design to evaluate a program (e.g., preventing sample bias), (2) specifying precisely the intervention method (e.g., insuring uniformity of treatment), (3) making decisions concerning which program effects to measure, (4) implementing the program in new settings (e.g., maintaining quality control) and (5) delivering the program in an ethically acceptable manner (e.g., avoiding subtle coercion in obtaining the consent of the target population). Part II briefly outlines recommended procedures to avoid the problems discussed in Part I. (BH)

ED 172 933 PS 010 686

Stanley, Jay And Others

Developmental Characteristics of Urban Children: Contrasts Between Children Cared for in their Own Homes, in Homes of Grandparents and in Agency Foster Care. A Pilot Study. Final Report to the Office of Child Development - Agency for Children, Youth and Families.

Johns Hopkins Univ., Baltimore, Md. School of Medicine.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 78
Grant-NIH-NINCDS-02371; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, *Child Development, Comparative Analysis, *Early Experience, *Family (Sociological Unit), *Family Influence, Foster Family, Grandparents, Handicapped Children, Parents, Research, Socialization, Socioeconomic Status, *Special Health Problems, *Urban Youth

This descriptive study of the developmental characteristics of urban children, most of whom were black, was a pilot study designed to take a broad overview of agency foster children as compared with children who had been cared for by a grandparent (usually the grandmother) and children cared for by their parents. In this comparison, the agency foster child was disadvantaged in all areas examined; neurologic, psychologic, hearing, language and speech from birth through 7-8 years. By the age of seven years, four of every ten foster children were evaluated as either suspect or abnormal neurologically. On neonatal, first year and seventh year examinations 61% of the family group, 49% of the children living with their grandparents and only 40% of the foster children were described as normal. These differences give rise to the hypothesis that imperfections of children contribute to the decision to seek an alternative type of caretaker: in this case, foster parents or grandparents. Since six of the children in the foster group fared as well as or better than the children in the other two groups, additional research is indicated. It would be of particular importance to gain understanding of the ecological variables which relate to satisfactory or superior performance by foster children and the underlying biosocial risk factors, during the prenatal and early childhood periods, which relate to inadequate performance. (Author/RH)

ED 172 934 PS 010 687

Lukshus, Anne M.

Follow Through Pupil Absence Rates, Pupil Continuance Rates, and Teacher Continuance Rates in Philadelphia: 1975-76 to 1977-78. Report No. 7942.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007502171
Note-26p.; For related document, see ED 143 435 ; Parts of appendix may be marginally legible; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attendance, *Compensatory Education Programs, Disadvantaged Youth, Elementary School Students, *Faculty Mobility, Kindergarten Children, *Students
Identifiers-Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Project Follow Through, Project Head Start

This report covers three aspects of the Follow Through program in Philadelphia: pupil absence, pupil continuance, and teacher continuance. Data are presented by grade, model, and total program for the 1975-1976, 1976-1977, and 1977-1978 school years. Patterns of attendance were identified for the total pupil population and two subgroups: pupils with previous Head Start (HS) or equivalent experience and those without such exposure. Absence rates varied across the K-3 range. Lower absence was found at higher grade levels. Pupils with prev[illegible] HS experience had significantly higher attendance than pupils [illegible]t previous HS experience at every grade level. The pupil co[illegible]ance rate was 66% in 1975-76, 62% in 1976-77, and only 27% in 1977-78, when the imposition of a strict interpretation of Title I guidelines caused a large number of former program pupils to become ineligible. This could be related to the reversal in the previous pattern of higher continuance rates for HS pupils. Teacher continuance rates increased as the size of the program diminished, since teachers with the most program experience were retained. (Author/RH)

ED 172 935 PS 010 688

Blake, Ira Kincade

Early Language Use and the Black Child: A Speech Act Analysis of Mother-Child Inputs and Outputs.

Pub Date-Mar 79

Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Mothers, *Child Language, Infants, Language Development, *Language Usage, *Linguistic Patterns, Low Income, *Parent Child Relationship, Parent Influence, Play, *Verbal Communication

The influence of maternal language use patterns on the use patterns of the child was investigated in a black, low-income mother-child pair over a 20-month period, beginning at the child's 11th month of age. Video recordings were made of the pair's interaction in an unstructured playroom setting approximately every four weeks. Child multi-word utterance types and maternal utterance types were analyzed using a speech act categorrization and classification procedure. Speech acts are identified primarily as what it is that a speaker wishes to communicate when she/he makes an utterance (a request, statement or objection). These speech acts were subsumed under two broader categories, pragmatic and mathetic speech functions. Two types of pragmatic function were identified: (1) a pragmatic function linked to the immediate context, in which the objective of interpersonal contact was to satisfy personal needs or desires; and (2) a pragmatic function conveying social information in which the objective of interpersonal contact appeared to be to increase the child's awareness of social information. The mathetic function is defined as language being used to learn more about one's world. Results indicated that the mother's use patterns did influence the direction of verbal interaction for the child, and that the mother expressed a preference for verbal interaction that was pragmatic in nature and conveyed social rather than referential information. (Author/SS)

Miljkovitch, M.

Development of the Representation of Space in Normal Children: The Drawing of a Village.

Spons Agency-Canada Council, Ottawa (Ontario).
Pub Date-17 Mar 79
Note-19p.; Paper presented at the Annual Meeting of the Society for Personality Assessment (Scottsdale, Arizona, March 17, 1979); Not available in paper copy due to marginal print quality
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstract Reasoning, Childrens Art, *Cognitive Development, Cognitive Tests, Complexity Level, *Concept Formation, Conceptual Schemes, Elementary School Students, *Freehand Drawing, *Perceptual Development, Psychological Studies, Rating Scales, Research, Sex Differences
Identifiers-*Draw a Man Test, *Draw a Village Scale

The purpose of this study is to show that there is a gradual and measurable development in the drawing of space representation concepts. A further purpose is to show that children's drawings of a village (which represent relations among concepts) may be a better measure of their conceptual maturity than their drawings of a man (which represent a single concept). One hundred and fifty-eight normal children, ranging from age 5 through 13 and attending grades 1 through 7, were asked to make a drawing of a village. Each child was tested individually and was asked, prior to drawing, to define a village. Each was also asked to make a drawing of a man. A scale for scoring the children's drawings was constructed. The original scale comprised 62 items scored present or absent. These items were loosely classified under five categories: differentiation, diversification, complexity, animation, and spatial organization (topological, euclidian, projective). A revised scale of 53 items was used for statistical analyses. Findings indicate no clear-cut sex differences. Reliability between two judges on a sample of 45 drawings was .96. Split-half reliability was .94. The correlation of the total village score with the score on the Draw-A-Man Test (DAMT) was .69. Results show there is a steady development with age and grade in the ability to make a representation of a village. Advantages of the village scale over the DAMT are that it measures a more complex concept, can be used with older subjects more reliably, and that it relies more on integrative and spatial abilities. Twelve children's drawings showing the development of spatial representation are appended. (Author/RH)

Keyserling, Mary Dublin
Overview - Day Care Standards: Past, Present and Future.
Pub Date-2 Mar 79
Note-8p.; Paper presented at the Seminar on ``Day Care Standards: What's Ahead?'' (Washington, D.C., March 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Certification, *Day Care Services, Early Childhood Education, *Federal Legislation, *Federal Regulation, Futures (of Society), Standards, *State Federal Aid, *State Standards

This speech reviews briefly the emergence of day care licensing standards at the state level and indicates the rapid growth in the number of children served in licensed centers between 1960 and 1972. Also outlined are legislative and regulatory actions leading to the 1979 Federal regulations for day care programs. Long range trends in day care are suggested. (RH)

ED 172 938 PS 010 693

Nutrition Education: A Multidisciplinary Approach.
Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-BULL-9091
Pub Date-77
Note-78p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Involvement, *Conceptual Schemes, *Curriculum Planning, *Educational Objectives, Educational Resources, Elementary Secondary Education, Family Involvement, Family School Relationship, Food Service, *Foods Instruction, *Nutrition Instruction, School Community Programs, School Health Services

This guide for teachers, supervisors and administrators offers a conceptual framework and resources for developing a complete nutrition education program. Included are: (1) a statement of need for nutrition education, (2) definition of what nutrition education should encompass; (3) goals identified by teachers, curriculum specialists and nutrition specialists, and (4) an outline of current issues in nutrition. These ideas are incorporated in an outline of concepts for a comprehensive kindergarten through grade 12 nutrition curriculum which includes a brief description of key ideas, and a description of a total school nutrition program which includes the components of food service, nutrition instruction, and community-family involvement. In addition, resources for teacher use in planning a nutrition curriculum or teaching unit are listed. Citations include audiovisuals, bibliographies, books and pamphlets, catalogues, curriculum guides and periodicals. Also included are names and addresses of people in state organizations and agencies related to public instruction and health. (Author/SS)

ED 172 939 PS 010 694

Weininger, O.
Why Play?

Pub Date-79
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Cognitive Development, Discovery Learning, *Experiential Learning, Infant Behavior, *Learning Experience, *Play
Identifiers-*Psychiatric Perspectives

This paper draws together briefly theories and knowledge from research in morphology and cognitive psychology, as well as some hypothetical information from traditional psychiatry, to show the ramifications of play in children's development. Play is defined as any of a wide variety of behaviors through which an individual attempts to discover what sort of person he is, what he is able to do, and in this way learn about his environment. Play is said to: (1) help the infant to understand the potentialities of its own body, of its body in space, of the way in which stimuli will impinge upon it, and how it must organize itself in relationship to these incoming stimuli; (2) offer the opportunity for the child to ``chunk'' incoming information; (3) provide environmental learning and the opportunity for mastery; (4) help the infant acquire information about his potential creativity, his imagination, and his social skills through imitation and role-playing; (5) help the equilibration process, and ensures the use of developing schemata; (6) help the child distinguish the ``not me,'' and allows him to begin to recognize what is outside of his omnipotent and narcissistic control; (7) help the ``observing ego'' and act as a kind of self-healing mechanism. (Author/SS)

ED 172 940 PS 010 695

Ladd, Gary W.

Social Skills and Peer Acceptance: Effects of a Social Learning Method for Training Verbal Social Skills.

Rochester Univ., N.Y.
Pub Date-Mar 79
Note-37p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary School Students, Followup Studies, Interaction Process Analysis, *Interpersonal Competence, *Peer Acceptance, Peer Relationship, Research, *Social Behavior, Social Isolation, Socialization, *Social Relations, Sociometric Techniques, *Verbal Communication
Identifiers-*Social Learning Theory

The purpose of this study was to see if a social learning method for training verbal social skills might influence the social effectiveness of third grade children with low peer acceptance. Children were trained in three verbal skills: asking questions of peers; leading peers (e.g., offering useful suggestions or directions); and, offering supportive statements to peers. In addition to being informed about specific social skills, children were taught how to perform these behaviors skillfully and effectively. Guided rehearsal was employed to help children translate the instructed skill concepts into behavior while receiving guidance and feedback from the instructor. Children's use of the trained social skills in peer group situations was encouraged. Children were also trained to self-evaluate the consequences of their skill performances. Three experimental conditions were employed to determine the effects of the training procedure on low-accepted children's social behaviors and peer status: verbal skills training, attention control, and non-treatment control. Change in children's social effectiveness was evaluated in terms of behavioral performance and peer acceptance. Observational and sociometric measures were administered upon completion of the experimental procedures and 4 weeks later. Among the results, the training procedure significantly increased the percentage of time children engaged in questioning and leading peers. Improvement was still observable after 4 weeks. (Author/RH)

ED 172 941 PS 010 696

Preschools Under the Fair Labor Standards Act. (Revised).
Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.
Report No.-WH-1364
Pub Date-Mar 76
Note-10p.; For earlier edition, see ED 072 300
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Workers, Child Labor, *Day Care Services, Early Childhood Education, *Labor Legislation, *Labor Standards, Preschool Education, *Preschool Teachers, *Working Hours
Identifiers-*Fair Labor Standards Act

This pamphlet provides general information concerning the application of the Fair Labor Standards Act (FLSA) to employees of preschool centers. The contents include discussion of the purview of the Act regarding preschools; monetary requirements such as minimum wages and employee facilities; provisions for equal pay, overtime pay, work hours, exemptions, child labor, records, and enforcement; the Age Discrimination in Employment Act, and the Federal Wage Garnishment Law. The FLSA, which is administered by the U.S. Department of Labor's Wage and Hour Division, was amended in 1972 to cover all activities performed in connection with the operation of a preschool (whether public or private and whether operated for profit or not for profit) regardless of the annual dollar volume of the institution, provided there are in the enterprise employees engaged in commerce or in the production of goods for commerce. (Author/SS)

ED 172 942 PS 010 697

Worden, Patricia E. Sladewski-Awig, Linda J.
Children's Mnemonic Judgments and Metamemory.
Pub Date-Mar 79
Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979) ; Not available in paper copy due to print quality
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age Differences, Cognitive Development, Elementary School Students, Kindergarten Children, *Memorizing, *Mnemonics, Psychological Studies, *Recall (Psychological), Research
Identifiers-*Metamemory Processes, Signal Detection Analysis

The nature of young children's inaccuracy in predicting their own memory performance was studied using categorical and unrelated material. Twenty-four children at each of four grade levels (kindergarten and grades two, four, and six) were presented with 18 cards bearing pictures of concrete nouns. Categorical pictures were presented on the right half of the array, and unrelated items were on the left. The children were asked to predict which items they would later recall, and to justify why they predicted recall for those particular items. Both recall and prediction accuracy increased developmentally. Kindergarteners were significantly less accurate than older children in predicting recall. Older children's justification indicated that they were aware of the characteristics of items which make them memorable; while younger children tended to refer to their own alleged cognitive abilities. For example, older children referred to the familiarity or difficulty of items, while kindergarteners mentioned their own smartness or good memory. Signal detection analysis of recall performance and recall prediction data indicated, however, that the mean level of separation of memorable from nonmemorable items varied as a function of list and not grade level. Also, there was no grade by list interaction. These results suggest that children's sensitivity to such information is not a developmental variable, and that young children's poorer performance is due instead to a more liberal response criterion, or a tendency to overpredict the number of items they will remember. (Author/SS)

Bowles, Dorothy, Ed.
Nutrition Education in Wisconsin Public Schools.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.
Report No.-WWDPI-Bull-9258
Pub Date- 77
Note-68p.; Not available in paper copy due to print quality
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Food Service, *Nutrition,
  *Nutrition Instruction, *Public Schools, Research, School Surveys,
  State Surveys, Student Attitudes, Teacher Attitudes
Identifiers-*Wisconsin

Objectives of this state survey of school food service programs in Wisconsin public schools focused on (1) nutrition education in the schools, (2) students' food selection practices, (3) improving nutrition education and (4) increasing awareness of nutritional considerations. Four questionnaires were administered to stratified, randomly selected, representative samples of food service managers, principals, teachers, and public elementary and secondary school students. Part I introduces the background and objectives of the study. Part II provides an overview. Part III reviews selected literature. Part IV describes the methodology of the study. Part V gives survey results. Food service managers' and supervisors' views about student involvement in lunch programs, principals' attitudes and knowledge about nutrition education and teachers' views on improving nutrition education. Student food intake patterns for six specific nutrients, influence of snack foods, and comparisons of eating patterns with weight were also reported. Data are presented in 22 tables and 10 figures. Questionnaires are appended. (Author/RH)

Ahmed, Naim And Others
Children and Their Families; A Statistical Profile.
South Carolina State Dept. of Social Services, Columbia.
Pub Date-Sep 77
Note-208p.; Best copy available
Pub Type- Books (010) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Birth Rate, Data Bases, *Demography, Economic Climate, Economic Disadvantagement, *Economic Factors, *Family Characteristics, *Health, Infant Mortality, *Social Services, State Surveys
Identifiers-Early Periodic Screening Diagnosis Testing, *South Carolina

The purpose of this book is to provide a uniform and current (1977) data base for persons involved in planning and administering human services programs in South Carolina. General statewide demographic data are given first in a brief introduction. Then, each of the state's counties is profiled in terms of general demographic characteristics, economic characteristics, family characteristics, health statistics, and the availability and use of services. Categories of the data include licensed day care facilities, kindergarten enrollment, child abuse, foster care, adoption, birth rate, premature births, prenatal care, immunization and infant mortality rate. County by county data are summed to give a statewide picture. References used in compiling the book are cited. (Author/RH)

ED 172 945 PS 010 719

James, Michael, Ed.
Education for Middle Level Students.
Evansville Univ., Ind.
Pub Date-79
Note-72p.
Journal Cit-Opening Education for Children and Youth; v6 n2 Winter 1979
Pub Type- Reports - Research (143) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Environment, Cognitive Objectives, Educational Alternatives, *Educational Change, *Humanistic Education, Junior High Schools, Learning Laboratories, *Middle Schools, *Open Education, Parent Participation, Research, Student Centered Curriculum, Teacher Attitudes
Identifiers-*Piaget (Jean)

This collection of 14 papers explores aspects of open education for middle level schools. The first paper challenges open educators to work for the reform of absurd and obsolete educational practices. The second discusses management of the open environment. The third investigates problems of linking learners and learning activities. Other papers in the collection discuss preconditions for learning, how to open up classrooms, a laboratory approach to learning, an eighth grade unit on exploration, discipline, and parent-teacher-student conferencing. A step by step procedure for opening classroom learning is outlined. A study is reported in which 42 student teachers in special classes rated the classrooms in which they were teaching to determine similarities and differences between regular and special classes on open or traditional characteristics. Issues in Piagetian research which might bear on education are discussed. Last, a study of parochial and public primary teachers' attitudes toward learning centers is reported. (Author/RH)

Colby, Anne And Others

A Longitudinal Study of Moral Judgment.

Pub Date-Mar 79

Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Stages, Longitudinal Studies, *Moral Development, Reliability, Research Methodology, Validity, *Young Adults, *Youth

Findings of this 20-year longitudinal study support Kohlberg's theoretical predictions of invariant structural consistency of subjects' responses to hypothetical moral dilemmas. Subjects were 58 American males chosen in 1955 according to age, social class and sociometric status. They were 10, 13, or 16 years of age at Time 1. Half of each age group were upper middle class, half working class. Half the subjects in each age and SES group were sociometric stars, half were sociometric isolates. Subjects were interviewed every 4 years between 1956 and 1977. Each interview included the presentation of nine hypothetical moral dilemmas with follow-up questions to probe the subject's reasoning. The Standard Form Scoring Manual (1978) was used to stage score the interviews. All scoring was done blind for each individual dilemma. A central point of the longitudinal analysis was to demonstrate the reliability and validity of the scoring system. If a stage is a structural whole, the individual should be consistent over various stimuli and occasions for testing. Reliability data are consistent with this requirement. Results indicate that in no case on either form did a subject reach a stage without having gone through each preceding stage. Almost all of the scores assigned an interview were at two adjacent stages. People seem in their development to go through certain qualitatively distant stages of moral reasoning. Development seems to be highly regular from stage to stage and highly consistent at each stage level. (Author/RH)

ED 172 947 PS 010 722

Slaughter, Diana T. And Others

Observing Play Between Mothers and Toddlers.

Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-Mar 79
Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Infants, *Interaction Process Analysis, *Intervention, Mothers, *Parent Child Relationship, Parent Education, *Play, Preschool Children, *Program Evaluation

This document on mother-infant interaction reports differences found between mothers in a parent education program and a control group. The parent education program provided two different informal methods of stimulating mothers' awareness of their influence on their children's learning and development. Both programs stressed maternal responsivity to the child's needs and ongoing behaviors. The subjects were 68 mother-infant dyads grouped by program participation: (1) mothers in a discussion group (N 21), (2) mothers who had observed demonstrators modeling toy play with their children (N 19) and (3) the control dyads (N 28). The dyads were videotaped for 24 minutes each on two occasions in a simulated living room setting and behavior was coded at 10-second intervals. A higher degree of mother-infant interaction was found for program mothers (particularly in the discussion group) than for the controls at the second observation). Differences in the infants' play, however, were not found to be in a linear relation to program vs. control. The data appear to suggest that the three groups of children developed different structural patterns of play over time and that they used language differently during play. Five tables present results. (Author/BH)

ED 172 948 PS 010 723

Slaughter, Diana T.

A Dimension of the Family as Educator: Mother as Teacher.

Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Mar 79

Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, Changing Attitudes, Infants, Interaction, *Intervention, Interviews, *Knowledge Level, Longitudinal Studies, Low Income, *Mother Attitudes, Mothers, *Parent Child Relationship, *Parent Education, Play, *Program Evaluation

Identifiers-*Levenstein Toy Demonstration Program

This report compares two parent education groups with a control group on three measures of maternal knowledge and attitudes. The subjects were low income Black mothers with 18- to 24-month-old toddlers as of the beginning of the 2-year programs in 1974. The two programs were Levenstein's Toy Demonstration Program, in which mothers (N 26) observed demonstrators modeling playing with their children in the home, and a mothers' discussion program, in which the mothers (N 26) shared experiences of personhood, home and family life. There were 31 control group mothers. The three measures employed in interviews were (1) maternal individuation (expressions of sensitivity to the child's needs as a developing person and openness to alternative perspectives on controlling children's behavior), (2) ability to give developmental explanations of child behavior and (3) expressed perceptions of the mother's role as a teacher. Although significant differences among groups were found at the end of the first year, they were not found at the end of the second year. Findings are presented in three tables. (Author/BH)

ED 172 949 PS 010 724

Linn, Marcia C.
Theoretical and Practical Signifiance of Formal Thought: Some Considerations.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ARP-15
Pub Date-Mar 79
Grant-NSF-SED-77-18914
Note-34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, Adolescents, *Background, *Developmental Stages, Junior High School Students, *Knowledge Level, Physics Experiments, *Rural Urban Differences, Secondary Education, Secondary School Students
Identifiers-*Formal Operational Thought, *Piagetian Tests

This document discusses the relation between adolescents' expertise (their informational background, which can be accurate or inaccurate, about a particular task or subject) and their formal operational reasoning, and reports the results of three studies of the effects of children's expertise on reasoning. In Study I, adolescents from a rural river delta area were compared with urban students in an experiential science program on three measures of the ability to control variables involving fishing, bending rods, and a third for which neither group had previous relevant experience. The river delta students performed better on the fishing task than on bending rods, the converse was found for the science students, and the two groups performed equally on the neutral task. In Study II, which involved high school seniors, a relationship was found between the ability to name variables in a particular problem and the ability to control them, and a relationship between field dependency and the ability to name variables. Study III examined the effects of prior expertise (accurate and inaccurate) and experience (increasing expertise) on the reasoning of seventh graders. Experience was found to influence reasoning, but the effects of experience were sometimes blocked by prior inaccurate expertise. These findings are discussed in connection with other relevant variables, e.g., field dependency and the question of whether or not to employ a given strategy (e.g., controlling variables). (BH)

Pace, Ann Jaffe
The Effect of Inconsistent Script Information on Children's Comprehension of Stories About Familiar Situations.
Spons Agency-North Carolina Univ., Greensboro.
Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Cognitive Processes, Elementary Education, Elementary School Students, Experience, *Knowledge Level, Language Processing, *Listening Comprehension, *Reading Comprehension, *Reading Processes, Reading Rate, Reading Research, *Story Reading
Identifiers-*Inconsistency Recognition

This document reports the findings of a study of children's comprehension of stories containing inconsistent information. The subjects were 84 children in kindergarten and the second, fourth and sixth grades. Twelve subjects from each grade listened to two stories and twelve other subjects from grades 2, 4, and 6 read two stories. Each subject was presented with one story in which the information was consistent and one story in which it was not consistent. Significant grade differences in recognition of anomalous information were found among the subjects who listened to the stories, but not among those who read the stories. The recognition of the anomalous information was positively related to story comprehension for the sample as a whole. These findings are discussed in terms of recent theories of the role that children's prior knowledge of the world and of story situations may play in children's story comprehension. (BH)

ED 172 951 PS 010 726

Rubenstein, Judith L. And Others
A Two Year Follow Up of Infants in Community Based Infant Day Care.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Mar 79
Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, Attachment Behavior, Behavior Problems, *Comparative Analysis, *Day Care Services, *Emotional Development, *Followup Studies, *Parent Child Relationship, Predictive Validity, *Preschool Education, Social Relations

To determine whether the daily mother-infant separation involved in day care adversely affects children's emotional development, follow-up data on emotional development were compared for preschool children in day care and their home-reared counterparts. Follow-up assessments were done in the home at approximately age 3-1/2 for ten white middle class children who had been in infant day care from approximately 1 year of age and for 13 home-reared children. Measures included observations and tape recordings of mother-child interaction in structured situations, a semi-structured maternal interview which was tape recorded, and some standardized language tests. No differences were found between the two groups for the frequency and intensity of behavior problems, separation reactions, greeting responses to mothers after an hour's separation, or for anxiety manifested during testing. Significant group differences were found for compliance and temper tantrums, with day care children being less compliant with their mothers' requests to complete a boring task and exhibiting more temper tantrum behavior than the home reared children. These differences were interpreted as supporting the hypothesis that the day care children were somewhat delayed in their negotiation of autonomy from their mothers. Data on the degree to which social interactions in day care at 18 months were predictive of later emotional development are also presented. (JMB)

ED 172 952 PS 010 727

Olsho, Lynne Werner

Visual Preference in the First Ten Weeks of Life.

Spons Agency-Loyola Univ., Chicago, Ill.

Pub Date-Mar 79

Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Contrast, *Dimensional Preference, *Infants, Longitudinal Studies, Neonates, Research, *Stimulus Behavior, Visual Measures, *Visual Perception, *Visual Stimuli

Identifiers-Brightness Density, Contour Density, *Visual Preference

This study followed the development of visual preferences in a single infant from birth to 10 weeks of age. The stimuli used were 5 x 10 item arrays of squares of lines in which a 3 x 3 target matrix of the other figure type (line or square) was embedded. The direction of first fixation and the total time spent looking at each side were determined by direct observation of the infant's eyes. Half of the stimulus cards contained black figures on a white background, half white figures on a black background. A brightness preference would be indicated by fixation on lines on white cards, and on squares on black cards. Preference for high contour density would lead to fixation on the squares on both types of cards. Control cards on which no target matrix appeared were used to determine whether response biases were present. The results indicate an abrupt shift from brightness to contour preference at 5 to 6 weeks of age, consistent with other evidence for a major reorganization of behavior at this time. Furthermore, these changes in visual behavior were found to coincide with changes in the distribution of time spent in different behavioral states. Figures present stimulus materials and findings. (Author/BH)

ED 172 953 PS 010 733

Walcer, Carol S.

Ego Development and Parenting Style: A Developmental Framework for the Understanding of Maternal Attitudes.

Pub Date-Mar 79

Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Mothers, Intervention, Low Income, Mother Attitudes, Parent Education, Personality Change, *Personality Development, *Program Effectiveness, *Self Concept, *Stress Variables

This paper reports a study of the influence of two parent education programs on mothers' personality processes as measured by the Loevinger Scale of Ego Development. Participating in either a Discussion Group program focusing primarily on the mother's needs or a Toy Demonstration program focusing mainly on the child, low income black mothers (n 61) were administered the Loevinger Sentence Completion Test, a projective instrument, in their homes by black, female interviewers at the end of the first and second years of a 2-year study. Eighteen test items were scored for analysis. Results of several statistical manipulations indicate that Discussion Group effects on Loevinger performance were significant. Because an alternative explanation for positive program effects is a reduction of adversive influences in the program mothers' lives, stress was measured by the Slaughter-Pearson SOHE Scale. It was found that stress was positively related to ego growth in the overall sample, rather than negatively as might be expected. (Author/RH)

ED 172 954 PS 010 735

Kienapple, Kim Lange, Garrett

What and How Preschool Children Remember in Early Childhood Education Settings.

Pub Date-Apr 79
Note-35p.; Paper presented at the National Conference of the Association for Childhood Education International (St. Louis, Missouri, April 8-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Early Childhood Education, *Educational Experience, Learning Processes, Memorizing, *Memory, Preschool Children, Recall (Psychological), Research, Retention
Identifiers-Recommendations

Written for professionals who design and teach in preschool programs this paper reviews research on memory abilities of young children and examines the relationship between knowledge and memory among preschool children. Preliminary research of the hypothesis that elementary school environments press children to develop memory strategies is reported. Parents of preschool children and teachers of pupils in the primary grades were interviewed and surveyed. Questions focused on home and school learning, memorization requirements at home and at school, and parent and teacher behaviors related to memorization demands. Data provide some support for the schooling press hypothesis. The memory abilities of the preschool child are characterized as unintentional and bound to the immediate and concrete goals of the activity in which the child acts. Preschool children do not seem to conceptualize memory activities as a distinct part of the on-going activity. Since preschool children do not realize the need to remember as they enter a situation, the adult must first present and emphasize the importance of remembering. Memory tasks should be arranged within the context of some activity that is meaningful for the child. Preschool children do not consciously employ memory strategies. Adults should provide situational means for remembering. (Author/RH)

Purdie, Sharon I. And Others
Children's Processing of Motive Information in a Televised Portrayal.
Spons Agency-Minnesota Univ., Minneapolis. Inst. of Child Development .
Pub Date-Apr 79
Note-10p.; Paper presented at the National Conference of the Association for Childhood Education International (St. Louis, Missouri, April 8-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Aggression, *Comprehension, *Elementary School Students, *Motivation, Socialization, *Television Research, *Time Factors (Learning)

Second and fifth graders viewed one of two edited versions of a commercial action-adventure television program portraying an aggressive action associated with antisocial motives and punishing consequences. The versions differed only in the amount of time elapsing between the focal action and the motives for that action. Children's comprehension of explicit events in the program and inferences about relations among them (e.g., causality) were assessed using a recognition-memory measure. When motive information was portrayed in close proximity to the aggressive action (proximal-motive version), both second and fifth graders understood the explicit motive and action details and implicit relations between them better than they did when the motives and aggression occurred in different scenes (distal-motive version). Even when children understood the explicit motive and action information, those in the distal-motive version were less likely than those in the proximal-motive version to infer the motive-action relationship. Children in the distal-motive version were less likely than those in the proximal version to evaluate the aggressor negatively. Fifth graders comprehended better than second graders in both versions and were also more likely to infer implicit relations. Additional data indicated that the younger viewers' difficulties were not due to forgetting or interference effects in the course of viewing. Results are discussed in terms of characteristics of children's processing of audiovisual narratives and implications for social-learning and behavioral effects of televised dramatic content. (Author/RH)

ED 172 956 PS 010 742

Williams, Tannis MacBeth And Others

The Development of Maternal Attachment: A Longitudinal Study.

Pub Date-Mar 79

Note-24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, *Development, *Emotional Response, Infants, Longitudinal Studies, *Mothers, Neonates, Observation, *Parent Attitudes, *Parent Education, Research

Identifiers-Caesarean Births, *Mother Infant Relationship, Self Reports

Summaries of papers presented in a symposium deal with a related series of four issues concerning the development of maternal attachment: Is maternal attachment best conceptualized and measured as an emotional tie or as observable behavior? Is there continuity in the development of maternal attachment from the prenatal to postpartum period? Can the development of maternal attachment be facilitated by teaching parents about their infant's capabilities and responses? What are the ramifications of caesarean versus vaginal delivery for the development of maternal attachment? Questionnaires covering eight areas of concern (e.g., confidence in caregiving, feelings toward pregnancy) were completed in the last trimester of pregnancy; birth information was obtained from hospital charts; and postpartum questionnaires analogous to the prenatal ones were completed at one month. Eighty-six mothers were randomly assigned to one of four groups which varied according to the number and content (teaching vs. no teaching) of home visits during the first month postpartum. Ainsworth Maternal Care Rating Scales were completed and one hour of mother-infant interaction was observed. Continuity in the development of maternal attachment from the prenatal to postpartum period was found, and there was some evidence that teaching parents about their infants may facilitate maternal attachment and behavior. Mode of delivery was not a significant variable. It was concluded that observation of maternal behavior may not provide a sufficient assessment of maternal attachment. (Author/RH)

ED 172 957 PS 010 746

Fuchs, Karen D. And Others

The Relationship Between Childbirth Education and Mother and Infant Characteristics During Feeding.

Pub Date-Mar 79

Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Birth, Child Rearing, *Infants, Interaction Process Analysis, Intervention, Mother Attitudes, *Mothers, Neonates, *Parent Child Relationship, *Parent Education, Participant Characteristics, *Program Effectiveness, Psychological Studies, Research

Identifiers-*Infant Feeding, *Maternal Sensitivity

The purpose of this study was to investigate the relationships among maternal and neonatal characteristics in two groups of women, those who had participated in childbirth education class (CE) and those who had not, and their newborn children. Two groups of eight mothers and their first born infants, matched on several demographic and medical factors, were observed during a scheduled feeding session 2 to 3 days after birth. Maternal sensitivity and provision of stimulation were rated. Infants' responsivity was rated during feeding and assessed by means of a Brazelton Neonatal Behavioral Assessment Scale. Overall, sensitive mothers tended to have responsive infants. CE mothers did not provide different types or amounts of stimulation to their infants but were rated as more sensitive. Patterns of correlations suggested that the more sensitive rating was a result of these mothers' basing their behavior on the infants' specific behaviors shown during the feeding session, rather than on more global infant characteristics. Four tables present data. (Author/BH)

ED 172 958　　　　　　　　　　　　　　　　PS 010 749

Lemly, Elizabeth Baker Schwarz, J. Conrad

Temperament and Child-Rearing Antecedents of Two-Year-Olds' Reactions to Male and Female Strangers.

Pub Date-Mar 79

Note-8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Infant Behavior, Infants, *Parent Child Relationship, *Reactive Behavior, Research, Social Behavior, *Stranger Reactions

Two-year-olds' reactions to strangers were related to ratings of their emotionality, sociability and activity and to ratings of parental love and control by both fathers and mothers. Each child received two sessions with strangers, one male and one female. Four times per session a stranger, in a friendly manner, approached each child as it sat in a highchair. Children did not react differently to male and female strangers. Parental ratings of child-rearing practices correlated significantly with the children's responses on the first session but not on the second. Parental ratings of children's temperaments, however, did correlate significantly with responses on the second session. It thus appears that social interactions with parents may influence initial reactions to strangers, whereas subsequent responses to strangers may be more consistent with children's enduring behavioral predispositions, particularly their emotionality and sociability. (Author/RH)

ED 172 959 PS 010 754

Cook, Nancy Illback

An Analysis of Marital and Infant Factors in Evolving Family Relationships.

Pub Date-Mar 79
Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Fathers, *Infant Behavior, Infants, *Interaction Process Analysis, *Marriage, Mothers, Nonverbal Communication, *Parent Child Relationship, *Parents, Research
Identifiers-*Marital Satisfaction

The impact of two levels of infant organization and marital satisfaction on parent-infant interaction patterns was investigated in 25 couples. It was predicted that (1) disorganized infants would have a negative impact on the parent-infant relationship, and that (2) parent-infant interaction with disorganized infants would be more negative among parents having low, rather than high, marital satisfaction. One-month-old infants were classified as either organized or disorganized using Factor II from the factor analysis of the Brazelton Neonatal Behavioral Assessment Scores. Marital satisfaction was assessed by the combined index of the Locke-Wallace Marital Adjustment Test and the Areas of Change Questionnaire. Three-minute videotapes of face-to-face interaction between the infants and each of their parents separately were coded for facial expressions and attentiveness as a measure of infant-parent responsiveness. The results of this coding were then analyzed using six variables of reciprocal communication patterns between parent and infant. Although the findings were not significant, they lent support to the predictions: the most negative interaction scores (measured by ratio of gaze to avert time and number of initiations of communication) occurred among family triads which had a disorganized infant and had parents with low marital satisfaction; the highest interaction scores occurred among family triads which had organized infant/high marital satisfaction parents. In addition, it was found that, as a group, couples with high marital satisfaction had the least amount of variance on their parent-infant interaction scores and that fathers, rather than mothers, seemed to be more affected by the organizational level of their infant. (Author/SS)

ED 172 960 PS 010 755

Gill, Noel C. Braden, Barbara T.
Validation of a Poison Prevention Program.
Pub Date- 78
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Discrimination Learning, Early Childhood Education, *Educational Programs, Improvement Programs, *Preschool Children, *Prevention, *Program Validation, Safety, *Safety Education, Verbal Ability, Visual Discrimination
Identifiers-*Poison Prevention

Two way analyses of variance and cross-group descriptive comparisons assessed the effectiveness of the Siop Poison Prevention Program, which included an educational program and the use of warning labels, on improving verbal and visual discrimination of poisonous and nonpoisonous products for preschool children. The study sample consisted of 156 day care and nursery school children randomly assigned to one of four treatment groups: (1) educational program with Siop warning labels, (2) educational program, (3) Siop warning labels, and (4) control. A combination of the educational program with the use of Siop warning labels proved to be the most effective approach in both verbal and visual discrimination. The educational program proved more effective for verbal discrimination and the Siop warning labels proved more effective in improving visual discrimination. The results suggest two components for an effective poison prevention program: an intellectual awareness of poisons and an ability to visually discriminate poisonous from nonpoisonous products. The educational program tended to facilitate intellectual awareness more, while Siop warning labels had a greater effect on visual discrimination. (Author/MP)

ED 172 981 PS 010 760

Piers, Maria W.

The Biological Imperative of Play: Form and Function in Primates and Other Animals.

Pub Date-Apr 79
Note-13p.; Paper presented at the National Conference on the Vital Role of Play in Learning, Development and Survival (1st, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attachment Behavior, *Culture, *Mothers, Parent Child Relationship, *Parent Role, *Play, Psychology

This presentation underscores the importance of play and outlines a theory of play in terms of ego-psychology and a broadly defined concept of culture. Play is described as the royal road to the collective ego called ``culture.'' At the same time play also enables aspects and parts of culture to be changed. While children should be encouraged to learn through playfulness (curiosity, spontaneity and hands-on involvement with fascinating objects and materials), such playfulness can come about only if the player is given both leeway and limits. The importance of a mother's playful interaction with her child is emphasized. (Author/RH)

ED 172 962 PS 010 789

Wynn, Ruth L.

The Effect of a Playmate on Day-Care and Home-Reared Toddlers in a Strange Situation.

Pub Date-Mar 79
Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Attachment Behavior, *Child Rearing, Comparative Analysis, *Day Care Services, Early Childhood Education, *Family Environment, Infant Behavior, *Play, Preschool Children, Sex Differences, Stranger Reactions

This study investigates the effects of age and prior experience with age-mates on attachment behavior and exploratory play with another child. Twenty home-reared children, half between 18 and 24 months and half between 24 and 30 months, and 20 day care children, also equally divided into the two age groups, were observed in the Ainsworth strange situation. The stranger was a 5-year-old female. The arrangement of the playroom was modified to create a forced-choice situation between the mother and a playmate and/or toys. Repeated measures of exploration and attachment behaviors were analyzed by computing multivariate analyses of variance and covariance. Age of the children affected exploratory and attachment behavior. Older children ventured a greater maximum distance from the mother and exhibited less crying associated with separation from the mother. Day care children ventured a greater maximum distance from the mother, spent more time away from the mother, more time out of mother's visual field and more time in exploratory play. No differences in intensity of attachment behavior at reunion attributable to rearing situation were found. Home-reared and day care children did not differ in the amount of time spent in social play. Significant rearing by sex interactions led to consideration of the differential effects of the rearing situations for boys and girls. (Author/RH)

ED 172 963 PS 010 790

Nelson, Kathryn E.
Roles and Functions of the Family: Rediscovering the Keys to Human Survival.
Pub Date-4 Apr 79
Note-9p.; Paper presented at the Midwest Early Childhood Conference (St. Louis, Missouri, April 4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care, *Family Life, *Family Relationship, Social Change, *Social Problems
Identifiers-Recommendations

This keynote address to the Midwest Association for the Education of Young Children consists of an overview of problems of contemporary life that represent challenges for family life and the nurturance of children. The family is seen as the place where the child learns what it means to be a human being. Implications of this concept are indicated. Global recommendations for child care providers are given. (Author/RH)

ED 172 964 RC 010 229

Egner, Joan Roos Friedman, Deborah Rassol

Policy Making in Rural Education Institutions: An Annotated Bibliography.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Sep 77
Note-84p.; Publication contributes to USDA project Policy Making in Rural Education Institutions''
Available from-Associate Director, Agricultural Experiment Station, Cornell University, 292 Roberts Hall, Ithaca, New York 14853 (free while supply lasts)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Boards of Education, Community Involvement, *Decision Making, Elementary Secondary Education, Females, *Governance, *Governing Boards, *Individual Characteristics, Junior Colleges, Minority Groups, *Policy Formation, *Rural Education, Trustees

This annotated bibliography grew out of the need to extract information and opinion about educational policy-making boards in rural areas from the mass of governing board literature, since rural education institutions have distinct differences from urban ones in terms of financial support, student numbers, isolation, and resources. Annotated references are listed under 11 subjects identified as primary to the study of rural boards of educational governance: rural areas general background; rural education and schools, BOCES; boards of educational governance general background, role, policy and decision making; rural school boards; school board member and trustee recruitment patterns; characteristics of school board members and leaders; characteristics of community college trustees; women and boards of educational governance; minorities and boards of educational governance; school boards, trustees community representativeness and relations; and statistical data. Focus of the materials is on structure and processes of rural boards of educational governance in K-12 school districts and two-year colleges. Each annotation is coded to one or more subject section; the majority of the 86 references are from the sixties and seventies, though a landmark study on social composition of boards of education in 1926 is included. (RS)

ED 172 965 RC 010 422

A Record of Experience. Catalogue of FFHC/Action for Development Documents, 1971-1976.

Freedom from Hunger Campaign, Rome (Italy).

Spons Agency-United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date-Sep 77

Note-99p.

Available from-Distribution and Sales Section, Food and Agriculture Organization, Via delle Terme di Caracalla, 00100 Rome, Italy (free)

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Agribusiness, Agricultural Production, Change Agents, Communications, *Community Development, *Developing Nations, Economic Development, Economic Factors, Foreign Countries, Government Role, Hunger, Hygiene, Organizations (Groups), *Rural Development, Rural Economics, Rural Education, Rural Extension, *Socioeconomic Influences, *World Problems

The FFHC/AD (Freedom From Hunger Campaign/Action for Development) is the Food and Agriculture Organization's (FAO) link with peoples' organizations in the world's poor and rich countries. During its 18 years of activities, FFHC/AD has channelled additional funds collected by private financing agencies in the industrialized countries to rural development projects in about 100 developing countries. This catalogue describes 64 reports on projects organized or supported in varying degrees by FFHC/AD during the last five years. Each title includes a brief summary identifying a characteristic feature or an unusual detail or a set of problems of the project. The projects are classified by region and by country, e.g., Africa, Asia, Europe, Latin America and the Caribbean, the Near East, Algeria, Cameroon, Gambia, Ivory Coast, Kenya, Madagascar, India, Indonesia, Philippines, Thailand, Brazil, Costa Rica, Ecuador, Panama, Iran, Iraq, and Sudan. An index lists the reports according to the project's subject areas, i.e., agrarian reform, agricultural credit, artisanal fisheries, commercial crops, cultures and customs, development agents, education and development, governmental structures for development, indigenous rural technology, land management, land structures, peasant life, marketing, neo-traditional structures, rural communication, rural community development, rural crafts and industries, rural hygiene, and theory of rural development. Information for obtaining the various reports is included. (NQ)

Hobbs, Daryl

Education in Rural America: Object or Instrumentality of Rural Development.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-49p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Curriculum, Educational Economics, Financial Support, Methods, Objectives, *Rural Development, *Rural Education, Rural Schools, Rural to Urban Migration, *Rural Urban Differences, School Community Relationship, School Environment, School Personnel, *School Role, School Size, Vocational Education

Rural schools have had a traditional role as major vehicles of rural economic development. During the rapid economic changes of the 20th century rural schools supplied the literate migrants who flocked to the cities to become the human capital for urban based expansion. Rural schools also provided the literate farmers who stayed at home and instituted commercialized agriculture. Massive dislocations of people led to a significant depletion of capital in rural areas and a disadvantaged population of ``people left behind''. Now, research and policy attention is needed to redress inequities between rural and urban schools. The environment in which rural schools function has six points of differentiation from that of the city: (1) rural heterogeneity; (2) patterns of decision making or leadership in the community; (3) broader functions of the school; (4) less institutional separation within the community; (5) marked demographic and economic differences in the population; and (6) distinctive features of the rural economy. Rural schools also differ from their city counterparts as they face special problems with regard to staffing, curriculum, financing, vocational education, and the question of ``best'' school size. While rural schools should be an objective of rural development, they may also serve to contribute to it in a number of ways as they produce both economic and non-economic benefits to rural inhabitants. (DS)

ED 172 967 RC 011 339

Fratoe, Frank A.

Education Training Programs and Rural Development.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-29p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Education, *Educational Programs, Extension Education, *Government Role, *Human Development, *Job Training, Policy Formation, Program Improvement, Rural Areas, *Rural Development, Rural Extension, *Vocational Education, Vocational High Schools

Identifiers-Comprehensive Employment and Training Act

The role of education in the human development of rural areas is considered by some to be the single most important thing that can be done to raise rural standards of living. Recognizing this need, the Federal government has sponsored three types of training programs relative to rural development; each is the responsibility of a different agency. Career and Vocational programs sponsored by the Office of Education use half a billion dollars annually on preparation of students for nearly all nonprofessional occupations. Employment training programs under the Comprehensive Employment and Training Act (CETA) include the Comprehensive Manpower Services, the Migrant Farmworker Program, the Native American Program, and the Job Corps. With a budget of 4.5 billion in 1976, these programs delivered such services as recruitment, counseling, training, placement assistance, and employment to those who could not find work. Extension programs deliver education in the categories of agriculture and natural resources, home economics, 4-H youth and community resource development. This paper reviews implementation of the three types of education training programs in rural settings and discusses problems encountered both in terms of internal operation and external conditions. The analysis concludes with alternative policy directions as reflected in the literature on rural education training. (DS)

ED 172 968 RC 011 340

Ross, Peggy J. Green, Bernal L.

The Educational Effects of Rapid Rural Population Growth.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-26p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Coping, *Educational Problems, Financial Support, Government Role, Migration, Policy Formation, *Population Growth, Population Trends, Rural Areas, *Rural Education, Rural Population, *School Community Relationship, School Support, *Urban to Rural Migration

Identifiers-*Impact Studies

Rapid population growth in rural areas has confronted rural communities and particularly rural educational systems with a number of problems. Sudden, large increases in students crowd school facilities and strain budgets. The different values, attitudes, and orientations toward education of the newcomers act as a catalyst for changes and can cause conflict within the community. In 1978 the U.S. Department of Agriculture studied two communities confronted by such drastic, rapid population growth. In both cases the educational system was afflicted with student overload and crowded facilities. The town of Reliance'' had not experienced economic growth commensurate with its population boom and voters there were unwilling to bear increased taxation for schools. Unsatisfactory stop-gap solutions to overcrowding led to even greater dissatisfaction and negative attitudes among community members. The mining boom town of Appaloosa'' did have a strong economic base and townspeople there worked together to secure improved facilities, more teachers, and stronger school programs. The two community case studies include discussion of general community settings, the educational systems as impacted by rapid growth, school-community relations, and ways school districts and communities coped with the impacts. (Author/DS)

ED 172 969 RC 011 341

Bass, Gail Berman, Paul

Funding Mechanisms and Their Effects on Rural Areas: An Analysis of Two Federal Programs. A Rand Note.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.-RAND/N-1237-HEW

Pub Date-Jul 79

Contract-300-76-0065

Note-43p.; Revision of a paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Available from-Rand Corp., 1700 Main Street, Santa Monica, CA 90406 ($3.00)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, *Educational Finance, *Federal Aid, *Federal Legislation, Federal Regulation, Financial Policy, Financial Support, Government Role, Grants, Rural Areas, *Rural Education, *Rural Schools, *Rural Urban Differences, Small Schools, Use Studies

Identifiers-*Elementary Secondary Education Act Title IV

In recent years rural advocates have claimed that rural students do not get their ``fair share'' of the federal education dollar and that federal programs are sometimes poorly tailored to rural conditions. These claims of an anti-rural bias have led to a study of fiscal year 1977 federal funding patterns in the six sample states of Vermont, North Carolina, Georgia, Kansas, Maryland, and California. The study examines the distribution of federal funds between rural and non rural school districts for two parts of the amended Elementary and Secondary Education Act of 1965; Title IVB of the act deals with libraries and learning resources and Title IVC deals with education innovation and support. Analyses were carried out using several alternatives definitions of ruralness: the metropolitan/nonmetropolitan distinction and three finer-grained definitions. Preliminary findings indicate that Title IVB formulas are operating to provide rural districts in the sample states with at least a proportional share of federal funds and in most cases somewhat more. Even with a greater per capita share, however, a small rural district can buy fewer educational resources with its Title IVB grant than can a populous district with a lower per capita grant. Funding patterns of Title IVC, a competitive grant program differ across states; funding in Georgia, North Carolina, and Maryland seems to favor rural areas while funding in California, Kansas, and Vermont may discriminate against rural regions. The study offers several recommendations for reducing the possible competitive disadvantages of rural districts in grant programs. (Author/DS)

ED 172 970 RC 011 342

Parks, Gail A. Hoke, Gordon

Federal Education Programs and Rural Development Needs: An Unrealized Potential.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-29p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Community Development, Educational Finance, *Federal Aid, *Government Role, *Policy Formation, Rural Areas, *Rural Development, *Rural Education, Rural Urban Differences

The United States government has no true national rural policy toward education and rural community development. The need exists for the federal government to assume a different role in these areas from what it has traditionally played. In the past the federal education enterprise has failed to relate the design, purpose, or implementation of its programs to the needs of rural Americans. Rural school districts thus continue to lag behind urban areas with respect to federal funds. When access to federal programs depends on number of disadvantaged students rather than proportions, small rural schools often lose out to affluent metropolitan ones. Federal policies are often based on preparing students for an urban life rather than answering the needs of a rural setting. Rural communities are in great need of institutions that will strengthen rural life, serve all members of all ages in the community, and link education to other social services and economic enterprises within the area. Education must be linked with other rural development activities, and rural development itself should be based on comprehensive rural studies rather than on applications of urban models as determinants of rural life. This document discusses rural problems, explores shortcomings in U.S. policy, and examines a number of successful rural community development efforts. Specific recommendations to improve federal programs in education and rural community development are also given. (Author/DS)

ED 172 971 RC 01! 343

Tweeten, Luther

Rural Education and Rural Development.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-54p.; Revision of a paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Economic Disadvantagement, *Educational Finance, *Educational Needs, Educational Quality, *Government Role, *Job Development, Rural Areas, *Rural Development, Rural to Urban Migration

Measures such as years of school completed, functional illiteracy, grade retardation and percent of youths attending college indicate that schooling attainment in nonmetro areas falls short of that in metro areas. However, this is not to say that rural children on the average attend inferior schools or rank low in schooling attainment, for the discrepancies largely disappear when adjustments are made for migration patterns and the lower socio-economic status of rural students and parents. Deficiencies in rural schools are primarily concentrated in low income areas and among minorities. School quantity and quality can be improved through federal development of remedial programs, student retention programs, and supplementary funds. Additional schooling could enable white rural males to close the gap between their earnings and the amount earned by their metro counterparts. However, for females and black males, education alone would not reduce the large shortfalls in earnings; public policy must also focus on ending race and sex discrimination in jobs, on job creation in depressed rural areas, and on improved methods of funding schools. Progress in schooling attainment depends on the socio-economic position of parents and communities. Improving education alone is not sufficient to provide solutions to rural poverty and underemployment. Job development and expansion of the economic base are needed along with investments in human resources. (Author/DS)

ED 172 972 RC 011 344

Stephan, Edward And Others

Energy and Rural Schooling.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-14p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979); Appendix A may not reproduce due to small print size
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Building Design, Conservation Education, Educational Finance, *Energy, *Energy Conservation, Fuel Consumption, Government Role, *Needs Assessment, Policy Formation, Rural Areas, Rural Education, *Rural Schools, School Design, School Maintenance, *Small Schools, Technical Assistance
Identifiers-*Energy Management

A number of disadvantages cripple school efforts to face current energy shortages. Most schools were built at a time when energy was inexpensive and abundant and their structural design gave little regard to energy efficiency. Coupled with poor maintenance programs, school facilities may waste as much as 25 to 50 percent of the energy used. As an increasing share of educational budgets is directed toward fuel expenses, higher student-teacher ratios and reductions in the quality of education will result. Extracurricular activities and community use of school facilities may be curtailed and short time school closings and complete disruption of the educational process may even occur. Small rural schools are particularly hard hit. Maintenance or conservation efforts are often assigned to personnel who have other full time responsibilities. Apathy, limited technical knowledge and lack of public support often stiffle attempts to improve energy efficiency. Seldom is there sufficient administrative time or financial support to permit participation in energy clinics or workshops. An energy management program for developing energy-efficient schools is needed. This systematic approach would include assessment by experts of how much energy is used by a school, inspection of facilities to find conditions that cause energy waste, and funds, guidance, and technical assistance given to implement energy efficient improvements. (DS)

ED 172 973 RC 011 345

Mack, David P.

Education of Indian and Alaska Native Children in Rural Areas: New Horizons?

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-11p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Alaska Natives, American Indian Education, *American Indians, Educational Finance, *Educational Improvement, Elementary Secondary Education, Federal Legislation, Government School Relationship, High Schools, *Organizational Change, Resource Centers, Rural Areas, *Rural Education, Rural Schools, School Administration, Small Schools, State Boards of Education, State Legislation
Identifiers-Alaska, *Bureau of Indian Affairs, Rural American Indians, *Rural Education Attendance Areas, Title XI Education Amendments 1978

Recent organizational changes in the Bureau of Indian Affairs (BIA) as well as the formation of Alaska's Rural Education Attendance Areas (REAAs) have important implications for the education of rural Native American children. The Title XI Education Amendments passed in November, 1978 (P.L. 95-561) aim at solving some of the administrative problems caused by distance, diversity, and isolation of BIA-operated and funded schools. The legislation requires structural changes that will result in: funding (based on an equitable formula) going directly to the school level, allowing for development of programs to meet special student needs and for greater local policy control; more flexible personnel staffing; improved efficiency and communication due to direct line authority from the Office of Indian Education Programs to the schools; and development of uniform policies and procedures as the basis for system planning, development, and evaluation. Thus far, greater local control has resulted from the development of Alaska's REAAs. Local Native Alaskan authorities may choose to transfer their BIA school to the REAA system, contract with BIA to operate the school, or remain in the federal system. Court mandated secondary education is causing small, isolated high schools to proliferate but solutions to that problem are being sought in such options as satellite instruction and regional resource centers. (SB)

Mack, David P. Stephens, E. Robert

Structural Approaches to Meeting Rural Education Needs.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-30p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Agencies, Administrative Organization, *Agency Role, Comparative Analysis, *Delivery Systems, Educational Administration, Educational Development, *Educational Improvement, Education Service Centers, Elementary Secondary Education, Government School Relationship, Organizational Change, Program Evaluation, *Rural Education, School Districts, State Departments of Education, *Success Factors
Identifiers-Local Education Agencies

In recent years various structural approaches have been used in the United States to improve the delivery of elementary and secondary educational services to rural students. Post World War II interest in reorganization of local districts into larger administrative units has shifted to three other approaches popularized in the 1970's (each with supporters and opponents), i.e., provisions of specialized services from decentralized state education agencies (SEAs), formation of special district education service agencies (ESAs), and development of education cooperatives. A current study of characteristics of 31 networks of all types of service agencies in 26 states reveals that a majority of the Special District ESAs are making more significant contributions of programs and services to public Local Education Agencies (LEAs) than a majority of the Regionalized and Cooperative ESA networks. Most Special Districts have a more comprehensive, faster growing staff. Federal involvement in all three approaches appears crucial. Regional SEA/ESAs enjoy more state involvement and Cooperatives have more public LEA involvement. The federal government should adopt a consistent funding policy for ESAs and all districts should receive their fair share of services. Federal school improvement efforts should take advantage of the unique ability of ESAs to service rural schools. (SB)

Garman, Keats Jack, Donald

Local Control and Self-Determination: The San Juan Case.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-26p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Education, American Indians, Bilingual Education, *Community Involvement, Community Support, Curriculum Development, Educational Improvement, *Educational Innovation, Equal Opportunities (Jobs), Multicultural Education, *Rural Education, *School District Autonomy, *Self Determination, Tribes, Values
Identifiers-*Navajo Nation, *Reservation American Indians, Rural Futures Development Strategy, Utah (San Juan County), Ute (Tribe)

Rapidly increasing Navajo enrollment in San Juan County, Utah, public schools in the 1960's forced the rural school district to improve educational services to a sizable Navajo population while attempting to preserve local control in the face of changing Indian self-determination policy. The district implemented a Curriculum Development Center, a bilingual/bicultural program, and new staffing patterns. In 1974 the district also contracted with Northwest Regional Educational Laboratory for the Rural Futures Development (RFD) Strategy, a method of achieving significant educational innovation via broad community support while preserving local control. Six education agencies helped plan for the Strategy activities which included selection of four facilitators, needs assessment, identification of three School Community Groups (SCGs), determination of educational concerns, and facility planning. By 1979, when 50% of district Navajo students attended public schools, the RFD Strategy of community involvement had resulted in passage of a $7 million bond issue, construction of one high school and planning of another, SCGs in every county community, and increased communication between educators and the community. In addition, the district had produced many Navajo language instructional materials and employed Indians in professional and paraprofessional positions. (SB)

ED 172 976 RC 011 348

Rosenfeld, Stuart A.

Rural VOC's for Rural Folks: Vocational Education in the Country.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-21 May 79

Note-32p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, Attitudes, Educational Finance, *Educational Policy, Educational Programs, Federal Legislation, Government Role, Government School Relationship, Program Evaluation, Proximity, Rural Areas, *Rural Economics, *Rural Education, Rural Urban Differences, Skill Development, Social Values, *Values, *Vocational Education

Identifiers-*Vocational Education Act 1963

Rural conditions influence the implementation and effect of vocational education policies dealing with funding, accessibility, economics, and local values. By law funding formulas must consider two criteria: relative district wealth, often determined by property values, which have a low correlation to median family income; and concentration of low-income families, which depends on the number applying for aid at often inaccessible rural agencies or on historically underestimated rural unemployment rates. Inaccessibility and transportation problems can limit participation dispersed populations. Rural vocational education may not provide diversified skill training to offset rural underemployment or skills essential for rural living, such as auto repair. Rural conservatism and values may block implementation of nontraditional federal policy, such as women's education. Self-employment, self-reliance, and wide-ranging skills are rural values which run counter to those implied by imposed schedules and industrial specialization. (SB)

ED 172 977 RC 011 349

Dunne, Faith

Traditional Values/Contemporary Pressures: The Conflicting Needs of America's Rural Women.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-27p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Career Development, *Educational Needs, Employment Problems, Federal Programs, *Females, *Job Training, Needs, *Problems, Proximity, Rural Economics, *Rural Education, Rural Population, Rural Urban Differences, *Sex Role, Social Attitudes, Values, Womens Education

Rural American women number well over 25 million and represent all socio-economic and ethnic classifications, yet they share a conservative orientation towards sex roles and appropriate life styles, characteristic social and geographic isolation, and the dilemma of how to manage the traditional demands of rural culture and the contemporary pressures to enter the labor force. Rural women of all ages need locally available educational services including intensive literacy programs, job preparation programs (especially focusing on small business entreprenurial skills), and programs focusing on their rural values and heritage. They also need career planning to help with skills identification and development, and sensitive counseling regarding their problems Once trained, rural women need expanded and improved employment opportunities. The forceful implementation of existing federal policy could offset sex discrimination in public employment. Local education programs could help private employers reconsider their discriminatory practices. Finally, rural women need access to services, or to information and training that will help compensate for the lack of services. Federal policy can help by providing research on rural women, good educational programs based on rural strengths and values, and independent funding of rural and metropolitan programs. (SB)

ED 172 978 RC 011 350

Yarger, Sam J. Yarger, Gwen P.

Staff Development in Rural Areas Implications for Policy and Research.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-29p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Change, Educational Finance, Educational Policy, Educational Problems, *Educational Research, Elementary Secondary Education, Government Role, *Government School Relationship, Inservice Teacher Education, *Policy Formation, *Rural Areas, Rural Education, *School Role, *Staff Improvement, Teacher Education

Federal policy and research regarding staff development in rural areas must take into consideration the inherent limitations in teacher inservice and preservice education, rural educational problems (limited human resources, migrant education, modern education services) that could be remedied by improved staff development, and the role of both the federal government and the schools in education and social reform. The primary role of rural schools is to instruct in basic content areas and career preparation, not to solve non-school problems. Realistic federal policy, related to specifically targeted federal dollars, should: deal directly with rural isolation problems in the delivery of staff development programs; focus on the recruitment and training of promising residents of specific rural areas for teaching careers; support the development of specialized training programs for teachers of rural children; and support the development and implementation of teacher training programs for both early childhood and adult education. Four significant areas for future research are regional projections of future employment opportunities, baseline data concerning youth and community aspirations about school goals, delineation of specific areas of educational deficit to rural school children, and realistic appraisal of school capability to support change and provide impetus for improving general rural conditions. (SB)

ED 172 979 RC 011 351

Gjelten, Tom Nachtigal, Paul

Improving Rural Education: Past Efforts, Some Ideas for the Future.

Education Commission of the States, Denver, Colo.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-77-0081

Note-35p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979); Materials presented are from an in-process study of rural school improvement efforts funded by the National Institute of Education to the Education Commission of the States

Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, Cocurricular Activities, *Community Involvement, Community Leaders, *Educational Change, *Educational Improvement, Educational Problems, Educational Strategies, *Rural Education, *Rural Schools, Rural Urban Differences, School Community Relationship, *Small Schools

Four different assumptions about the nature of rural education govern major strategies to reform its deficiencies: rural education is a problem because it is not urban; some small isolated schools are necessarily existent''; small schools are desirable because of flexibility and responsiveness; and educational problems are independent of school size. An effectiveness study of 14 currently used U.S. rural education reform strategies reveals that successful strategies are highly congruent with community cultural setting and perceived needs, support and are supported by an important community sector, and are long lasting, low-budget programs. The one-best-system'' approach often seen in consolidation efforts is unsuccessful because rural schools are unique in their values, staff, and perception of total education. Rural education would be improved with better leadership and better teachers, access to services available to urban systems, more direct community involvement, heavily federally funded model systems, and more adoption of proven educational practices. State and federal eudcation policy should consider rural community differences, rural education development capability should be nourished, and alternative solutions to rural education problems should be encouraged. (SB)

Martin, Wayne H.
Student Achievement in Rural Schools: A View from the National Assessment Data.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-32p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979); Some pages may not reproduce due to small print size
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Comparative Analysis, Demography, *Educational Assessment, Elementary Secondary Education, Family Environment, Grade 4, Grade 8, Grade 11, *National Surveys, Rural Areas, Rural Education, *Rural Schools, *Rural Youth
Identifiers-*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was designed to measure knowledge, skills, and attitudes of young Americans at various ages in 10 learning areas, and to measure educational attainment over time. Community categories used in NAEP research were High and Low Metro, Urban Fringe, Main Big City, Medium City, Small Places (population under 25,000), and Extreme Rural Areas (population under 10,000). Rural students at ages 9, 13, and 17 were enrolled at near the national average grade level. The home environment of 9 year old rural students was similar to that of Urban Fringe students. At ages 13 and 17, the home environments were similar to Main Big City home environments. The baseline data trend, substantiated by change data, was toward improved rural performance, to the point of reaching national performance levels for some ages in science, reading, functional literacy, and social studies. Exercise-by-exercise data should be examined to isolate strengths and weaknesses of rural students in various learning areas. The federal government should explore the possibility of conducting a migrant children assessment. NAEP should be provided with the necessary resources to increase the sample size for rural students to provide more detailed information about their educational achievement. (Author/SB)

ED 172 981 RC 011 354

Cosby, Arthur G.

Student Attainment in Relation to Rural Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-23p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Cultural Images, Demography, Discriminatory Attitudes (Social), *Educational Opportunities, *Employment Opportunities, Linguistics, Modeling (Psychological), Policy Formation, Quality of Life, *Rural Education, *Rural Environment, Rural Urban Differences, *Rural Youth, Socialization, *Stereotypes

Structural and cultural inequalities hinder the attainment of approximately 25 million rural American youth. A characteristic lack of education and employment opportunities is combined with a restricted realm of attainment in rural areas. Rural people are negatively stereotyped by the mass society, as seen in an examination of linguistic terms describing rural people and activities. This results in cultural oppression with very real consequences in the competition for education and jobs. Social research findings regarding the positive relationship between attainment and social origin, and the influence of significant others'', have positive implications for the success of rural youth programs that encourage achievement. Research on adolescent formation of adult attainment attitudes among rural youth reveals rigid sex stereotyping in occupational choice. This critical difference in the individual processes of achievement between rural males and females is a crucial target for program development. The single most effective policy alternative would be to explicitly identify the rural youth population as a special needs group in existing government programs. Research and development in the areas of occupational knowledge acquisition and transition from education to work in rural areas is needed. (SB)

ED 172 982 RC 011 355

Schrag, Judy And Others

Education of Handicapped Children in Rural Areas.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-49p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Court Litigation, Delivery Systems, *Educational Finance, Exceptional Child Education, Federal Legislation, *Government Role, Handicap Detection, *Handicapped Students, Policy Formation, Regional Schools, *Rural Areas, Rural Education, *Special Education, State Legislation, Teacher Certification, Teacher Education

A complex and multi-faceted problem faces those seeking to provide special education to the thousands of handicapped children residing in the nation's rural areas. The major challenge facing rural administrators is how to deliver special education effectively to small numbers of handicapped children who are probably scattered geographically. A rural district may contain a wide range of handicapped conditions spread over multiple grade levels; few teachers can deal with such a diverse array of conditions. Rural districts tend to be those lowest in income and cannot easily supply facilities or special equipment or recruit specialists to provide the range of special educational services required by state and federal laws. Regionalization of several school districts can allow for a wider range of services, but often the distances involved are prohibitive. Federal, state, and court mandates have given rise to a number of training, analysis, and resource coordinating activities, and the 1970's have been a time of great expansion and change in special education for rural areas. The U.S. Bureau of Education for the Handicapped has invested in such endeavors as 16 Regional Resources Centers, 19 Direction Service Centers, and a number of collaborative agreements with other major federal agencies. Efforts undertaken within individual states are described at the conclusion of this document and the author lists a number of recommendations for future efforts. (DS)

ED 172 983 RC 011 356

de la Garza, Charles

Equity for Migrant Children in Rural Areas.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-26p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Economic Disadvantagement, *Educational Disadvantagement, *Federal Aid, Federal Legislation, *Government Role, Health Services, Housing Needs, *Migrant Education, Migrant Housing, *Migrant Problems, Policy Formation, Problem Solving, *Rural Areas

Identifiers-*Migrant Student Record Transfer System

Economic pressures along with health, nutrition, housing, sanitation, and child labor problems contribute in large measure to the plight of the migrant population. The incomplete and fragmented education migrant children receive is further compounded by low expectations from teachers and inappropriate curriculums. Legislative action has attempted to address the special needs of migrants through numerous health assistance, housing, nutrition, job opportunity, and educational acts. The Migrant Student Record Transfer System was instituted to gather, store, and transmit student academic and health information. Although the national migrant program is working to provide solutions to migrant problems, findings from a review of the literature, research and state evaluations indicate areas for improvement. Some recommendations are that (1) the Migrant Students Record Transfer System Data Bank should be more timely and should also be used for gathering; (2) long range plans for the national migrant program should be developed; and (3) duplication should be eliminated in agency services to maximize the use of resources. This report reviews relevant literature and research pertaining to the migrant population, reports on legislative actions, and makes recommendations for consideration in decision making and policy development. (DS)

ED 172 984 RC 011 357

Pinnock, Theo J.

Service Delivery to Southern Black Population in Rural Areas.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-25p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, Community Development, Delivery Systems, Economic Disadvantagement, *Federal Aid, Government Role, *Private Financial Support, Rural Areas, *Rural Development, Rural Population, *Services, Southern States
Identifiers-*Alabama, *Tuskegee Institute AL

Planning for viable rural communities must seek elements inherent in a well-kept American home: lights, water, telephone, employment of the household head, children in school, access to transportation, sufficient food, clothing, health care, recreation, etc. If a community falls short in these necessities, the needs gap'' is where effective service delivery systems operate. In Alabama the Tuskegee Institute cooperates with philanthropic organizations and federal, state, and local governments in developing a wide variety of programs. A grant by the W.K. Kellogg Foundation established the Human Resources Development Center which was designed to coordinate all outreach programs to address the needs of rural people in the 12 Black Belt counties of Alabama. The Mott Foundation aids community education; the Ford Foundation provides management training to certain agriculture cooperatives. Others involved in the Institute's work include the Rockefeller, W.T. Morris, Ushkow and Twenty-First Century Foundations as well as such organizations as the Heifer Project International, Lutheran Church, and Control Data Corporation. Federally supported social, education, and economic programs are also carried out; state and local governments lend what assistance they can. To truly understand rural conditions, a staff of Institute people go into the rural areas, talk to the needy people, discern the actual problems, and determine what is being done or can be done to provide services. (DS)

ED 172 985 RC 011 358

Banks, Bill

Service Delivery to Bilingual Population in Rural Areas.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-27p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Students, *Disadvantaged Youth, Educational Finance, English (Second Language), Equal Education, *Federal Aid, Federal Programs, Government School Relationship, Language Arts, Mexican Americans, Migrant Education, *Multicultural Education, Pilot Projects, *Rural Education, Secondary Education, *Skill Development, Social Studies, Team Teaching

Identifiers-*Texas

In 1970-1972 a Texas high school in a bicultural community piloted a motivational program of English, Language Arts, and Social Studies skills designed to involve disadvantaged students (mostly Mexican American) in positive, creative outlets to alleviate a negative self-concept. Four teachers plus Title I Migrant aides used a team teaching approach to provide specialized counseling and raise student achievement to that of the peer group. Oral language development was reinforced using Buy's Speaking By Doing''; reading improvement was based on the Westinghouse PLAN kit; and social studies programs were centered around thematic film units. Project evaluation consisted of standardized testing, teacher observation, and academic success of students in other classes. In 1976 the program was changed to 18 individualized quarter courses including media study, reading skills, economics, American culture, Mexican culture, and Spanish. Proration of all students into the courses eliminated stigma but caused problems due to the inflexible guidelines created by various federal funding agencies. Therefore, it was recommended that all federal programs should be consolidated using Title I supervisors to regulate funding applications; all eligible students should be labeled disadvantaged''; and annual funding should be based on the number of students plus a percentage of additional monies. Brief descriptions of several program courses are included. (SB)

ED 172 986 RC 011 359

Chavis, Kanawha Z.

A Perspective on Delivering Educational Services to Special Populations Black and Other Minorities.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-33p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cultural Awareness, Cultural Differences, *Delivery Systems, Economic Disadvantagement, Educationally Disadvantaged, Educational Strategies, Ethnic Groups, *Minority Group Children, Minority Groups, Rural Areas, Rural Education, *Rural Population, Rural Schools, Social Discrimination, Teacher Attitudes, *Teaching Methods

For educational delivery systems to meet the needs of special rural populations of minority children, teaching and learning strategies must take into account the three factors of human identity, culture, and ruralness itself. Children who are members of special populations often have an even greater need than most children for recognition, acceptance, and development of self-esteem. Their racial and ethnic culture must be considered and they need to know about their own cultural heritage. Negative prejudices based on race, ethnic origin, and social class status permeate our educational system; these attitudes can damage self concept, sense of environmental control, and students' interest. The individuality of students must be recognized, their respective backgrounds accepted and understood, and building done on the strengths populations the children bring to the classroom. The academic performance of minority children is also hampered by such teacher behavior as using inappropriate curriculum materials and expecting less of the children. These special populations of children frequently come from homes not oriented toward school and educators must devise more creative, imaginative, and innovative approaches to teaching and learning. (The author has a distinctive perspective on the education of special rural populations as he speaks from his own experiences as a minority member, a person raised in the rural South, and as an educator.) (DS)

ED 172 987 RC 011 367

Arce, Aaron Sosa, Xavier
ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 75
Grant-OEG-6-74-1897
Note-68p.; For related documents, see ED 154 945 and 946
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education, Curriculum Development, Elementary Education, Enrollment, Language Arts, Language Proficiency, *Mexican Americans, *Multicultural Education, Objectives, Parent Participation, *Program Effectiveness, Reading Instruction, *Spanish Speaking, Staff Improvement, Teacher Aides
Identifiers-*Texas (Austin)

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

ED 172 988 RC 011 374

Where Have All the Farmworkers Gone? (The Statistical Annihilation of Hired Farmworkers). An Analysis of the Federal Effort to Define and Count Migrant and Seasonal Farmworkers. Research Report No. 1.

Rural America, Inc., Washington, D.C.
Pub Date-Aug 77
Note-122p.; Some pages may not reproduce well due to small print size
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agricultural Laborers, Census Figures, Classification, *Definitions, Eligibility, Employment Statistics, Federal Aid, Federal Legislation, *Federal Programs, Migrant Education, Migrant Health Services, Migrant Housing, *Migrant Workers, Occupational Information, Occupational Surveys, Population Distribution, *Resource Allocations, Seasonal Employment, *Seasonal Laborers, State Aid
Identifiers-Comprehensive Employment Training Act Title III, Federal Agencies

Federal statistical services grossly underestimate the size of the farmworker population; as a result, the current federal farmworker programs (CETA, Migrant Education, Migrant Headstart, Farm Labor Housing, and Migrant Health) are unable to identify a total target population in need of services and unable to allocate funds in ways which reflect the actual needs of the migrant and seasonal farmworker (MSFW) population. Population underestimation is directly attributable to the use of arbitrary and restrictive definitions of farmwork,'' seasonality,'' and migrancy'' and to the practice of counting the jobs available for hired agriculture labor rather than the agricultural laborers. A new model, constructed by refining and combining data currently used by the federal farmworker programs, produces estimates of the farmworker population 34% higher than the highest federal statistical services estimate and more than 6 times higher than the lowest estimate. The federal government should produce uniform standards for defining the MFSW population, gather demographic and socio-economic data for the population, and attempt to identify all eligible farmworkers and their families. (JH)

ED 172 989 RC 011 405

McCoy, Palmer E. Jones, Eleanor

The Wisconsin Rural Development Demonstration Project.

Wisconsin Univ., Eau Claire. Extension Service.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Jun 76
Note-37p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Development, *Demonstration Projects, Developmental Programs, *Economic Development, Evaluation Methods, Financial Support, Interagency Cooperation, Program Evaluation, Regional Planning, *Rural Areas, *Rural Development
Identifiers-Nonmetropolitan Areas, *Rural Development Demonstration Project, *Wisconsin

Nineteen Wisconsin counties were the site of the four-year Rural Development Demonstration Project, one of five such projects in the nation. Among the project's objectives were to accelerate sound economic, social, cultural and environmental development and to provide alternatives for living in non-metropolitan areas while providing greater economic balance for the state. Several activities were undertaken in the nine-county West Central District of the project from April 1, 1971 to April 1, 1975. Economic development efforts included creation of Overall Economic Development Plans for six counties. Downtown Improvement programs centered around individual improvement in management skills, as well as analysis and improvement of the community's physical and social well being, were undertaken in seven communities. Health planning efforts included publication of county directories listing health care and related services and health summaries outlining health care available, health needs, and groups responsible for providing for specific areas. Title V and Title I programs provided funds for studies in such areas as land use, power structures, resource preservation and water resources. Youth activity programs ranged from environmental concerns to work with the elderly. Interagency cooperation was sought. An evaluation committee was established to develop evaluation procedures to monitor progress in the demonstration area. (DS)

ED 172 990 RC 011 409

Sadler, Peter G.

Institute for the Study of Sparsely Populated Areas. A Centre for Interdisciplinary Research into Sparsely Populated and Peripheral Regions.

Aberdeen Univ. (Scotland). Inst. for the Study of Sparsely Populated Areas.

Pub Date-78

Note-19p.; Not available in hard copy due to poor print quality of original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developing Nations, Economic Change, *Economic Development, Higher Education, *Interdisciplinary Approach, Migration, Publications, Research, *Research Projects, *Rural Areas, Social Science Research, *Socioeconomic Influences

Identifiers-Eenergy Production, *Institute for the Study Sparsely Populated Areas, Kuwait, North Sea, Norway, Oil, *Scotland, Wales

The Institute for the Study of Sparsely Populated Areas is a multidisciplinary research unit which acts to coordinate, further, and initiate studies of the economic and social conditions of sparsely populated areas. Short summaries of the eight studies completed in the session of 1977-78 indicate work in such areas as the study of political life in a small burgh in northeast Scotland, the development of the Kuwait economy, and an analysis of the direct and indirect input and requirements of labour skills in Welsh industries. Other topics deal with oil tanker operations and pollution in the North Sea, and an economic appraisal of the loss of fishing grounds due to oil and gas installations in the North Sea. Fifteen studies are currently in progress dealing with such subjects as Scottish migration patterns, economic effects of oil and gas developments on local communities, Norwegian oil policies, cost of living and rural areas of Scotland, resource allocation in capital surplus economics, and education and migration from the rural Highlands and Islands of Scotland. Information given on each study includes title, staff members, timescale, finance source, and summary of the work. The final section of the paper lists the Institute's publications for 1977-78. (DS)

ED 172 991 RC 011 416

Handbook of State Assistance to Indian Reservations in New Mexico. Second Edition.

Spons Agency-New Mexico State Commission on Indian Affairs, Santa Fe.
Pub Date-Sep 78
Note-163p.; Not available in paper copy due to marginal reproducibility of original document
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agencies, *American Indians, Employment Opportunities, Financial Services, Government Role, *Health Services, *Human Services, Legal Aid, Natural Resources, Reservations (Indian), Social Services, *Special Services, State Government, Technical Assistance, Tribes, *Welfare Services
Identifiers-*New Mexico, *State Indian Relationship

New Mexico State Government administered services available to or especially for Indians of New Mexico are described in this book which is organized according to the services offered by each department, e.g., agriculture, commerce, and industry, criminal justice, finance and administration, energy and minerals, educational finance and cultural affairs, health and environment, human services, natural resources, state highway, taxation and revenue, and transportation. Among the types of services listed are the hospitals and health facilities covering such areas as physical health, drug abuse, alcoholism, developmental disabilities, mental health, and forensics. The Employment Services Division of the Human Services Department lists seven Comprehensive Employment Training Act (CETA) programs allocating funds primarily for benefit of Indians. Its Field Service Bureau lists 18 other areas of service, including the Job Bank, Placement Service, and assistance to handicapped, older workers, veterans, and youth. A welfare assistance section lists information on financial assistance, food stamps and medical assistance and includes the information requirements for application, eligibility conditions, types of assistance programs, and addresses of county office. (DS)

Ballesteros, Octavio A.
Preparing Teachers for Bilingual Education: Basic Readings.
Pub Date-Feb 79
Note-219p.
Available from-University Press of America, 4710 Auth Place, S.E., Washington, D.C. 20023 ($9.00)
Pub Type- Guides - Classroom - Learner (051) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Applied Linguistics, *Bilingual Education, Bilingual Students, Bilingual Teachers, Cross Cultural Training, Cultural Awareness, Cultural Background, Cultural Factors, Economic Disadvantagement, Elementary Secondary Education, Ethnic Origins, Ethnic Studies, Family Life, Immigrants, *Mexican Americans, *Multicultural Education, Oral History, Parent Role, Proverbs, Spanish Culture, Spanish Speaking, Student Motivation, Teacher Education, *Teacher Role, Teaching Guides, Teaching Methods
Identifiers-Texas, *United States (Southwest)

Issues related to bilingual bicultural education of Mexican American students are discussed in this collection of 26 articles contributed by 12 authors. The anthology focuses on the Mexican American in the Southwest and is intended primarily, though not exclusively, for the reader who is unfamiliar with the Spanish language and culture. Selections provide information on basic concepts in bilingual education; historical, linguistic, psychological, and cultural perspectives; and teaching methodology. The selections include scholarly and informal essays, research, oral history, short stories, poetry, state-of-the-art reviews, and opinion papers. Topics include the causes and effects of poverty among Mexican Americans, definintion of and contrast between bilingualism and biculturalism, personal experiences in a monolingual first grade, the Mexican heritage of the Southwest, the need for applied linguistics in the education of bilingual teachers, the structure of the Chicano family, machismo'' and the implications of the terms Chicano'' and Mexican American'', the role of parents in student motivation; cultural understanding, integration of Mexican American heritage into U.S. history, cultural literacy, special Spanish for bilingual teachers, Mexican dichos'', and the Little School of the 400''. Each selection concludes with questions for discussion and a list of suggested readings. (JH)

ED 172 993 RC 011 451

Farmworker Health-Related Bibliography.

National Association of Farmworker Organizations, Washington, D.C.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-52p.; Best copy available
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Laborers, American Indians, Census Figures, Child Welfare, Community Health Services, Delivery Systems, Economic Disadvantagement, Employment Statistics, *Health, Health Insurance, *Health Services, Lead Poisoning, Mental Health, Mexican Americans, Migrant Children, Migrant Health Services, *Occupational Diseases, Occupational Surveys, Pesticides, Rural Farm Residents, Safety, Sanitation, *Seasonal Laborers

Documents pertaining to migrant and seasonal farmworker health comprise this bibliography of over 300 entries, nearly 100 of them annotated. The purpose of the bibliography is to provide health groups within the National Association of Farmworker Organizations with literature which may guide further research related to the provision of health care for farmworkers and their dependents. Entries, the majority dating from the mid and early 1970's, cover a wide range of health-related topics including occupational hazards and diseases, health insurance, employment statistics, census figures, and demographic data for the farmworker population. Entries deal with local, state, and federal issues and include the health problems of specific subgroups of the farmworker population, e.g., children, Mexican Americans, American Indians. Selected documents from the Department of Health, Education and Welfare, the Department of Agriculture, the Department of the Interior, and the Department of Commerce are included among the annotated entries. (JH)

ED 172 994 RC 011 452

Mortlock, Colin

Adventure Education.

Pub Date-78

Note-44p.; Not available in hard copy due to small print size of original document

Available from-Old Fisherbeck, Ambleside, Cumbria, United Kingdom, LA22 0DH ($5.40)

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Activities, Administrative Policy, Adolescents, Cognitive Development, Curriculum Development, Definitions, *Educational Philosophy, Elementary Secondary Education, Environmental Education, *Experiential Learning, *Outdoor Education, Personal Growth, Physical Fitness, Relevance (Education), *Risk, Safety, *Self Actualization, Skill Development, Teacher Education, Teacher Role

Identifiers-*Adventure Education, *Great Britain

Adventure is the most dynamic form of education currently available and as such should move from its peripheral position in British education to become a part of the core curriculum. This move will require that school administrators better understand the philosophy and content of Adventure Education and that staff receive more rigorous training for their demanding jobs. The objective of employing adventure in education is to help people mature through experiences which promote: physical, cognitive, and emotional growth; respect and love for others; and awareness of and respect for the environment. Adventure encompasses a wide range of activities (rock climbing, skiing, night journeys, man-made obstacles, etc.) which share with other outdoor pursuits a framework consisting of the need for safety in potentially dangerous situations; the need for technical, physical, and personal skills; and the goal of enjoyment and satisfaction. Of all the outdoor pursuits adventure is uniquely able to provide satisfaction because it presents the most meaningful challenge, i.e., it involves risk, a healthy degree of fear, and uncertainty about the final outcome. Until such time as adventure education for all students is a practical possibility, it is important to consider subjects such as drama, art, music, and sport which may provide, through different means, some of the challenges of adventure. (JH)

ED 172 995 RC 011 453

Wilson, Roger Salas, Dennis
A Management and Information System for the Dine Teacher Corps Program 78''.
Northern Arizona Univ., Flagstaff.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007803217
Note-45p.; Document prepared by the Dine Teacher Corps Project
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Education, *American Indians, Bilingual Education, Bilingual Teachers, Community Characteristics, Cross Cultural Training, *Decision Making, Educational Facilities, Educational Finance, Elementary Education, Inservice Education, Instructional Programs, Management, *Management Information Systems, Personnel, *Program Planning, *Teacher Education, Tribes
Identifiers-*Dine Teacher Corps Program AZ, Kaibeto Boarding School AZ, Leupp Boarding School AZ, *Navajo Nation, Northern Arizona University

The overall objective of the Dine Teacher Corps Project is to demonstrate the effectiveness of an interdisciplinary approach to the development and implementation of a bilingual/multicultural training and inservice training program for educators who will be cognizant of and responsive to the unique educational needs of the Indian child. The five year project, begun in 1978, is designed as a cooperative program between Northern Arizona University, Dine Teacher Corps, and two Bureau of Indian Affairs Navajo boarding schools (Kaibeto and Leupp). In order to perform the three phases of activities required by the project (planning, training programs, demonstration and dissemination), a Management Information System (MIS) has been developed and implemented to provide adequate, accurate, and timely information for decision making, reporting accomplishment, and using resources effectively. The MIS is an integrated information system comprised of seven subsystems: finance, school communities, management, facilities and equipment, personnel, students, and instructional programs. Diagrams, flow charts, models, and tables illustrate details of the MIS program design. (NEC/BR)

ED 172 996 RC 011 454

Wilson, Roger Salas, Dennis

A Management and Documentation System for the Dine Teacher Corps Program '78.

Northern Arizona Univ., Flagstaff.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78
Grant-G007803217
Note-109p.; Document prepared by the Dine Teacher Corps Project
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-American Indian Education, *American Indians, Bilingual Education, Bilingual Teachers, Budgeting, Community Involvement, Cross Cultural Training, *Decision Making, Elementary Education, Inservice Education, *Management Systems, Program Evaluation, *Program Planning, *Teacher Education, Tribes
Identifiers-*Dine Teacher Corps Program AZ, Kaibeto Boarding School AZ, Leupp Boarding School AZ, *Navajo Nation, Northern Arizona University

The basic premise behind the Dine Teacher Corps Project is that teacher pre-service and consequent inservice education and training is held to be a crucial factor in upgrading the quality of education received by American Indian students, particularly in a reservation setting. Although the Dine Teacher Corps Project includes three phases, only Phase I Planning has its management system developed thus far. The management system is organized into six categories: (1) planning, to provide management control of the analytic and decision making activities conducted by the appropriate staff, to identify needs, problems, objectives, and program direction, and to analyze the decision making essential to the conduct of other processes; (2) programming, to develop the specific program plans as identified in category 1; (3) budgeting, to develop the resource costs of each program plan and maintain fiscal information essential to the conduct of each program; (4) forming a community council, elected to insure the operation of parity decision making; (5) documenting and evaluating progress, by systematic collection of evidence to authenticate facts, to substantiate claims and opinions, and to support inferences drawn from the evidence; and (6) developing a chain of command or ladder of communications, to illustrate level, roles, and linkages of the Dine Teacher Corps Program '78. (NEC)

ED 172 997 RC 011 455

Hale, Alan N.

Ke Kuhikuhi Alaka'I (A Guiding Gesture). Operations Manual. Hawaii Bound.

Hawaii Bound School, Inc., Honolulu.

Pub Date-May 79

Note-142p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Camping, Cultural Awareness, Curriculum, *Experiential Learning, Food, Group Relations, Legends, *Outdoor Education, Plant Identification, Resource Materials, Safety, Safety Education, Seafood, *Teacher Role, *Teaching Procedures, Young Adults, *Youth

Identifiers-Adventure Education, Hawaii, *Hawaii Bound School, Survival Education

The Hawaii Bound School seeks to provide a significant physical and emotional wilderness experience to those participating in its course. For 24 days a group of 12 students live together and are exposed to a wide variety of wilderness experiences. Among the places visited are the Kohala Mountains, Mauna Loa, Ka'u Desert, and the ocean itself. During the course each student is trained to learn (1) to live and travel comfortably in four wilderness environments; (2) to provide wilderness emergency care and to be part of a search and rescue team, (3) to keep a personal journal; (4) to participate in group discussions; and (5) to gain an appreciation of the cultural, geological and historical heritage of Hawaii. This operations manual is intended for use in the field as a guide and reference for instructors in the Hawaii Bound School. The instructional techniques it explores include teaching models, communication skills, group procedures, and safety programs. It lists the course curriculum content, including first aid training, sanitation, solo experiences, rappel, food, map and compass use, etc. Resource material is given on astronomy, the Hawaiian calendar, Hawaiian skills, plants, fish identification and use as food sources, aquatic plants, Hawaiian history, land divisions, religion, legends and songs. An environmental summary and place names are given for each of the four wilderness sites. (DS)

ED 172 998 RC 011 457

First Annual Report of the Commission on Indian Services. Submitted to Members of the Fifty-Ninth Legislative Assembly and the Governor of the State of Oregon.

Commission on Indian Services, Salem, Oreg.
Pub Date-Jan 78
Note-52p.
Pub Type- Reports - Descriptive (141) Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, Alcoholism, *American Indians, Budgeting, Child Welfare, Correctional Rehabilitation, Drug Abuse, Employment, *Federal Indian Relationship, Federal Legislation, *Federal State Relationship, Government Role, Housing, *Human Services, Legal Aid, *Legislation, *State Agencies, State Government, State Legislation, Treaties, Tribal Sovereignty, Tribes, Welfare Services
Identifiers-*Commission on Indian Services OR, *Federal Indian Relationship, Oregon, Tribal Sovereignty

Highlighted in this report is the 1976-77 work of the ten member Commission on Indian Services which was established in 1976 to compile information on services available to Indians, to develop programs to inform Indians of services available to them, to develop programs to make Indian wants and needs known to public and private agencies, and to assess Indian programs of state agencies. Background for understanding the impact on Oregon of the relationships between Indian tribes, the states, and the federal government is presented through discussion of treaty obligations, PL 280 (1953), and the policy of termination. Commission efforts to promote increased communication and cooperation among Indians, federal agencies, national Indian organizations and multi-state organizations are outlined. Summaries are given of the Commission proposals made during the 1977 legislative session on alcoholism program funding, burial sites protection, confiscation of fishing equipment, tribal police training and certification, state taxation of Klamath distributions, and incomes earned on reservations. The activities of the Commission committees on budgets, children's services, corrections, education, and elderly services are reviewed. Other areas of concern described are affirmative action, alcohol and drug services, Columbia River Management Plan, employment assistance, housing, minority and small business assistance, legal services, and volunteer services. (NEC)

ED 172 999 RC 011 458

Coburn, Joseph

Oregon Indian Textbook Review Project Submitted to the Oregon Commission on Indian Services (and the) Oregon Department of Education Textbook. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Commission on Indian Services, Salem, Oreg.; Oregon State Dept. of Education, Salem.

Pub Date-31 Jan 79

Contract-909-4000; ODOE-343-6000

Note-81p.; Study prepared through the Pacific Northwest Indian Reading and Language Development Program

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American Indian Education, *American Indians, *Community Involvement, Culture Conflict, Elementary Secondary Education, Ethnicity, Federal Indian Relationship, *History Textbooks, Parent Participation, Racial Discrimination, Self Concept, *Textbook Bias, Textbook Content, Textbook Evaluation, Textbook Selection, Tribes, Values

Identifiers-*American Indian Education, Cultural Contributions, Federal Indian Relationship, *Oregon, Traditionalism

Native Americans know that they have a complex social, political, and economic heritage, and they have been concerned that social studies textbooks describe the history, traditions, and values of Indian tribes much too simplistically and generally. To address the need for Indian heritage to be presented without bias, use of stereotypes, or perpetuation of myths, the Commission on Indian Services established a working committee representing Indian communities to conduct an intensive review of 29 grade 4-12 United States history textbooks scheduled for possible adoption by the state of Oregon in 1978. Community committees composed of Title IV staff and concerned parents reviewed 7 or 8 tests using uniform criteria established by the working committee and the State Textbook Commission. The criteria evaluated such aspects as: accuracy of data; Indian history as an integral part of American history; Indian culture as a dynamic process; national and worldwide contributions of Indians; the special social, economic, and political position of the Indian in American history; religious and philosophical contributions; illustrations; overall objectives of the text; presentation of content; style and tone; and learner appropriateness. Six texts were judged acceptable, 3 were acceptable if supplemented, 1 was found not applicable, and 19 were rejected as unacceptable. Specific strengths and/or weaknesses were cited for each text. (NEC)

ED 173 000 RC 011 461

Staley, Frederick A.

Outdoor Education for the Whole Child.

Pub Date-79

Note-184p.; Not available in hard copy due to publisher's preference

Available from-Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (1-4 copies, $8.95 ea., 5 or more, $7.16 ea.)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, Educational Games, *Educational Resources, *Elementary Education, Environmental Education, Field Trips, Higher Education, Interdisciplinary Approach, *Learning Activities, *Outdoor Education, *Program Planning, School Location, Simulation, Teaching Methods, *Teaching Techniques, Unit Plan, Urban Environment

Identifiers-*Brain Hemispheres, Experiential Education

Focusing on outdoor education in a broad sense, this book comprehensively provides elementary school teachers with rationale, planning guidance, and specific ideas for using the outdoors to enhance the development of the whole child through the stimulation of both right and left hemispheres of the brain. Part I presents a definition, rationale, and set of goals for outdoor education. The thematic unit approach to planning integrated outdoor experiences is fully explained and outlined. There is an annotated bibliography of 69 resources to use in unit development. Nine exemplary'' resources are described in detail. Effective strategies are identified for planning outdoor experiences, managing children and teaching effectively outdoors, and evaluating the experience. Part II describes over 130 interdisciplinary activities from the four possible theme categories: processes, concepts, persistent problems, and natural or man made phenomena. Most activities are designed for specific environments (school site, urban area, water environments, desert, forest); some are appropriate for any site. Basic information for conducting the activities is presented on perforated pages. Appropriate grade level is noted. The book is also suitable as a supplement to undergraduate or graduate level methods courses. (SB)

ED 173 001 RC 011 462

Sanders, Thomas E. Peek, Walter W.
Literature of the American Indian. Abridged Edition.
Pub Date-76
Note-305p.
Available from-Glencoe Publishing Co., Inc., Riverside, New Jersey 08075 ($7.95)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-American Indian Culture, *American Indian Literature, American Indians, *Cultural Background, Essays, Fiction, Folk Culture, *Legends, Mythology, *Poetry, *Prose, *Religion, Tales
Identifiers-*American Indian Literature, *Cultural Contributions, Oral Tradition, Oratory

From ancient stories of creation to contemporary poetry and prose, this volume ranges through thousands of years of the literature of the American Indian. Chapter One of the book deals with pre-Columbian religions and features accounts of the Creation by the Cheyenne, Navajo, Omaha, Yakima, Zuni, and Uitoto. Chapter Two has as its theme folk characters, tricksters, and heroes as it presents such material as three tales of Manabozho, one of Coyote, and stories like Winabojo and the Medicine Man'' and Ictinike and the Turtle''. Chapter Three contains 14 pre-Columbian poems. The fourth chapter presents the Iroquois epic of Dekanawida as well as the text of the world's oldest living consitution, The Law of the Great Peace of the People of the Longhouse (Iroquois, 1390 AD). The oratorical skills of American Indians are discussed in Chapter Five and famous speeches by such men as Metacomet, Logan, Little Turtle, Red Jacket, Red Bird, and Chief Joseph are presented. The sixth chapter deals with Native American religions after the Christian invasion and includes accounts of the Ghost Dance and peyote religions. Contemporary voices in poetry, prose, and protest are heard in the final chapter. The poetry is by such authors as Ted Berrigan, N. Scott Momaday, and Simon J. Ortiz. Five short stories are presented as well as five essays of protest. Each of the book's chapters is prefaced with a discussion of its thematic material. (DS)

ED 173 002 RC 011 463

Bataille, Gretchen

Transformation of Tradition: Autobiographical Works by Native American Women.

Pub Date-78
Note-31p.
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indians, *Autobiographies, *Biographies, Comparative Analysis, Ethnography, *Females, Feminism, Literature, *Role Perception, Sex Discrimination, *Social Status, Stereotypes, Tribes
Identifiers-Native Americans

The Indian woman has been viewed as a subservient and oppressed female; often overlooked were the economic, social and political positions women held within tribal societies. The biographies and autobiographies of Indian women that have been obtained over the last century can be used to examine this contradiction in perspectives. These accounts have undergone changes in several significant ways over the years, including changes in the perception of audience, purpose of revealing the life story, and the economic and/or political climate of the period of recording. The earliest material was told by the women through an interpretor to an anthropologist. The purpose was not to focus on an individual life but to illuminate a culture and the scientist or editor chose what was significant. Emphasis in early accounts was placed on the roles of males and females, the familial relationships, material culture, and a regret for the changes from the old ways. In recent narratives Indian women often are writing their own stories and choosing the material they themselves want to include. Many of these stories reflect the dilemma of the pulls between the traditional ways and the pushes toward acculturation. The Indian woman is and has been strong within her culture and the life stories of Indian women support this perspective. This document discusses specific biographies of Native American women; it provides bibliographic citations for the sources quoted and additional listings for other autobiographical works and resource material. (DS)

ED 173 003 RC 011 464

Carter, Thomas P. Segura, Roberto D.
Mexican Americans in School: A Decade of Change.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
Pub Date-79
Note-442p.; Not available in hard copy due to publisher's request; For related document see ED 037 294 ; Small print in tables may be marginally legible
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($9.95)
Pub Type- Books (010) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Acculturation, Bilingual Education, Change Strategies, *Compensatory Education Programs, Cultural Traits, *Educational Change, Educational Disadvantagement, *Educational Problems, *Mexican Americans, Minority Groups, Multicultural Education, *School Community Relationship, School Policy, School Role, School Segregation, Socioeconomic Influences, *Student School Relationship
Identifiers-Chicanos, *United States (Southwest)

Various explanations and possible solutions for the low social status and poor school achievement of the Mexican American are the subject of this book, which examines ethnic characteristics of the Mexican American, socioeconomic conditions in the five southwestern states, and practices and policies of the schools in the Southwest. This book grew out of an earlier work (Mexicans in School: A History of Educational Neglect'') based on the Mexican American Study Project; to supplement the background provided by that extensive investigation, the authors conducted 100 interviews and examined research studies of the past decade, as well as reports of special programs for Mexican Americans that resulted from federal funding for minority group education projects. Chapter headings include A History of Educational Neglect,'' The Outcome of Schooling,'' The Failure of the Chicano,'' The Default of the School,'' Efforts to Adjust the Child,'' and Efforts to Modify the Institution.'' A final chapter analyzes the failure of compensatory education programs and recommends strategies for effectively changing educational policies and practices. A bibliography of nearly 400 titles is appended. (JH)

ED 173 004 RC 011 467

LaFrance, Joan Starkman, Neal
Development of Native American Curriculum.
Pub Date-79
Note-25p.; Revised by William Brescia and Karleen Pederson; Not available in hard copy due to publisher's preference
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, *American Indians, Community Involvement, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Curriculum Research, Educational Objectives, Elementary Secondary Education, Information Dissemination, *Instructional Materials, *Program Development, *Relevance (Education), Summative Evaluation

The workbook briefly outlines curriculum development with an emphasis on Native American curriculum materials. Written in conversational style, it contains very basic information and examples regarding: the scope, sequence, and definition of curriculum; how curriculum materials get into the educational system; and a 5-step curriculum development process (soliciting community involvement; writing learning objectives; integrating Native American content with academic skills; evaluating curriculum product; disseminating the curriculum into the educational system). A briefly stated curriculum development guide and checklist are included. The appendix contains sample field test, bench test, and evaluation forms as well as descriptions of how to organize public meetings and write performance objectives. (SB)

ED 173 005 RC 011 470

Collins, Henry B. And Others

The Far North: 2000 Years of American Eskimo And Indian Art.

National Gallery of Art, Washington, D.C.

Pub Date-77

Note-289p.; Issued as an exhibition catalog by the National Gallery of Art, 1973

Available from-Indiana University Press, Tenth & Morton Streets, Bloomington, Indiana 47405 (Cloth $22.50, Paper $14.95)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indians, *Art, Art Products, Creative Art, *Cultural Background, Cultural Images, *Eskimos, Essays, Handicrafts, *Photographs

Identifiers-Alaska, Athabascan (Tribe), Carvings, *Cultural Contributions, Tlingit (Tribe)

Alaska is recognized as one of the major world centers of native art and expression. In the 18th century certain areas of Alaska were the most densely populated areas of the New World. Once the native people had made the necessary adaptations in clothing, housing, transportation and hunting, they were able to live without hardship. With an abundant and unfailing food supply and density of population, the far northwestern area became one of the highest centers of cultural development north of Mexico. Art was its primary manifestation, an art remarkable for its richness and variety of expression. This exhibition catalog of the National Gallery of Art presents the high artistic achievements of the Native Peoples of Alaska. Materials for the exhibition were drawn from collections from all over the world. Both major ethnic divisions of the native population, the Eskimo-Aleut and Indian, are represented. The 289-page volume contains fifteen color plates, hundreds of black and white photographs, maps showing the areas from which the artifacts have come, and essays by important scholars in the field of cultural anthropology on the culture and art of the Eskimo, Athabascan, and Tlingit. (Author/DS)

ED 173 006 RC 011 471

Luevano, Richard L.
Chicano Studies and Chicanismo.
Pub Date-Nov 78
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activism, Change Strategies, Cultural Awareness, Cultural Background, *Culture Conflict, Ethnicity, Ethnic Studies, *Individual Development, *Mexican Americans, Self Actualization, Self Concept, *Self Determination, *Social Change, Values
Identifiers-Chicano Movement, *Chicanos, *Chicano Studies

The Chicano Movement acts as a revitalization movement for involved individuals. Revitalization occurs when an individual perceives himself as part of a broader group, becomes aware of the problems confronting the group, and decides to do something to rectify the situation. This process begins with a crisis situation which overcomes the individual's present but unsatisfactory Mexican American mentality (e.g., when the problems facing Mexican Americans become intolerable). Such mental emancipation is a necessary step toward the evolution of a Chicano mentality. As the individual experiences his emancipation, social change begins, as is evidenced by the many Chicano strategies and movements of the 1960's and early 1970's. However, many of the social conditions previously stressful to Mexican Americans (the Viet Nam war, United Farm Workers problems, lack of bilingual education) have been defused and individual involvement in the Chicano Movement has consequently declined. It is the responsibility of those involved in Chicano Studies to take an active role in the development of Chicano mentality and the perpetuation of social change by exposing the Establishment's continuing suppression of the Mexican American. (Author/SB)

ED 173 007 RC 011 472

American Indian Language and Culture Education Act.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Indian Section.

Pub Date-Feb 79

Note-20p.; Appendix A may not reproduce due to print size

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, *American Indian Culture, American Indian Education, *American Indian Languages, Certification, Cultural Awareness, Cultural Education, *Curriculum Development, Elementary Secondary Education, Ethnic Studies, Intercultural Programs, *Multicultural Education, Ojibwa, Outdoor Education, Parent Participation, Preschool Education, *Self Concept, *State Legislation, State Programs, Tribes

Identifiers-American Indian Education, *American Indian Language Culture Ed Act 1977 MN, Dakota (Language), Winnebago (Language)

Passed by the Minnesota legislature in 1977, the innovative American Indian Language and Culture Education Act provided for the establishment of American Indian language and culture education programs designed (1) to make the curriculum more relevant to the needs, interest, and cultural heritage of American Indian pupils, (2) to provide positive reinforcement of the self-image of American Indian pupils, and (3) to develop intercultural awareness among pupils, parents and staff. Major provisions implemented were a statewide needs assessment, development of an Indian language teacher licensing process and employment guidelines, and creation of a statewide advisory task force on American Indian Language and Culture Education. Appropriations totaling $600,000 funded 11 pilot projects. Seven of these projects focused on Ojibwe, Dakota, and Winnebago cultural, language, and art development programs. Several projects provided pre-school programs to develop sensory-motor and early reading skills as well as cultural awareness. Publication of Ojibwe story books for use in grades pre-school through 6 and a Red Lake junior and senior high history book resulted from another project. A camp experience project exposed students to traditional Ojibwe life styles. Appendices contain the 1977 Act, a list of the advisory task force on American Indian Language and Culture Education, and the geographic locations of the 11 pilot projects. (NEC)

ED 173 008 RC 011 473

The Minnesota Indian Scholarship Program (MISP), 1955-1979.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Indian Section.
Pub Date-May 79
Note-34p.; Some pages may not reproduce well due to small print size
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, American Indian Education, *American Indians, Committees, *Educational Finance, Education Vouchers, Eligibility, Financial Support, *Grants, *Higher Education, Postsecondary Education, Scholarship Funds, *Scholarships, State Legislation, State Programs, *Student Financial Aid, Tribes, Tuition Grants
Identifiers-*Minnesota Indian Scholarship Program

The Minnesota Indian Scholarship Program has grown tremendously since 1955 when three Indian students were given financial aid to attend college. This report provides a narrative and statistical history of the program and its activities with the state legislature, high school counselors, post secondary financial aids officers, tribal and reservation scholarship personnel, Bureau of Indian Affairs, and other funding sources to facilitate the educational goals of Indian students who need assistance. It describes responsibilities of the scholarship officer, the 1977 reorganization of the Scholarship Committee, the revision of forms, plans to create a definitive set of Scholarship Committee by-laws and grant guidelines, development of a data collection system, possible extension of funds to post baccalaureate students, future expansion of office staff, and intensified efforts to promote program awareness and participation. Tables show fund sources, amounts appropriated, numbers of students funded, average grants, graduates or program completions, and colleges attended by tribal backgrounds. Appendices provide a text of the Indian Scholarship law and information for counselors and potential scholarship recipients describing application procedures. Included is a summary of the Scholarship Research effort which surveys post scholarship recipients to assess educational attainments, college majors, schools attended, employment history, and personal comments. (NEC)

ED 173 009 RC 011 474

A Brief History of Adult Basic Education for Indian Adults as Administered by the Indian Education Section.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Indian Section.
Pub Date-May 79
Note-24p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Adult Basic Education, Adult Literacy, Adult Programs, Adult Reading Programs, *American Indian Education, *American Indians, Cultural Factors, Educational Finance, *Educational Needs, *High School Equivalency Programs, Illiterate Adults, Legislation, Needs, Program Content, *Programs, *Relevance (Education), State Programs, Tribes
Identifiers-Minnesota

It has been recognized for many years that the educational levels of adult American Indians are low (2/3 have not advanced beyond elementary school) and the illiteracy rates are high (1/4 are functionally illiterate). Traditional adult programs have not met the needs of adult Indians who are uncomfortable in "white" classes and who will not attend unless the classes are relevant to Indian adult needs. Since 1973, Indian Adult Basic Education (IABE) has demonstrated its effectiveness in providing educational and teaching services to Minnesota Indian adults in areas of literacy, basic skills, and general education. Over 600 adults have received G.E.D.'s and more than 1,000 have obtained driver's licenses. Both of these tangible results have helped Indians upgrade their employment opportunities, acquire promotions, enter post-secondary programs, and find new and better jobs. To assure continuation of IABE programs for seven Chippewa reservations and four Sioux communities, a proposal for fiscal year 1978 has outlined goals, objectives, procedures, curriculum, counseling, and evaluation procedures. Findings from the Meriam Report (1928) and the U.S. Senate Report on Indian Education (1969) have been compared with the Minnesota State Board of Education Indian Education Hearings (1976) and have been presented as examples of the most extensive analyses of testimonies/surveys of Indian people concerning education. (NEC)

ED 173 010 RC 011 475

Sumpter, Magdalena Benavides, Ed.

Discovering Folklore Through Community Resources.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Pharr-San Juan-Alamo Independent School District, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 78

Note-124p.; Photographs may not reproduce clearly

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($7.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Beliefs, Community Resources, Cultural Awareness, *Cultural Background, Cultural Events, Elementary Secondary Education, *Folk Culture, Legends, *Literature, Mexican American History, *Mexican Americans, Proverbs, Spanish Culture, Tales

Identifiers-Curanderismo, *Texas (South)

The folkways and cultural heritage of the Mexican Americans of South Texas are explored in this volume which is designed to provide the student with the opportunity for cultural enrichment, oral language development, and vocabulary expansion. The first chapter deals with Creencias'' which are common beliefs handed down from generation to generation. One of the 23 beliefs listed is To make it rain soon, hang a horned toad''. The second chapter lists customs and traditions associated with baptisms, debuts (quinceanera), weddings and funerals. Faith healing practices are discussed in the third chapter. Photographs show the procedures to be followed in curing such afflictions as ojo'' and several forms of fright (susto) or indigestion (empacho). Don Pedro Jaramillo, a famous faith healer who lived in South Texas in the late 19th century, is also discussed. The fourth chapter discusses the uses of several medicinal herbs, e.g., ajo, alcanfor, anis, canela, and romero. Chapter five lists a number of historical sites in South Texas. Proverbs and traditional riddles, written in both English and Spanish, are listed in the sixth and seventh chapters. The final chapter includes a number of the most popular tales in the Mexican American culture. Many of them are ghost stories or tales of the supernatural. Adventures of Juan Oso, who was half bear and half man, are also given. Each chapter concludes with study questions, suggested activities and a vocabulary list. (DS)

ED 173 011 RC 011 476

Michaelson, John

Mexican Americans in School: Implications for the Counselor-Educator.

Pub Date-78
Note-14p.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ability Grouping, Bilingual Education, Caucasians, Counselor Acceptance, *Counselor Attitudes, Counselor Role, *Counselors, *Counselor Training, Educational Disadvantagement, Educational Quality, Elementary School Counselors, Elementary Secondary Education, *Equal Education, Inservice Programs, *Mexican Americans, Minority Group Children, Multicultural Education, Student Placement, Teacher Attitudes

The opportunities and role of the counselor in education are expanding, partially due to the increasing numbers of Mexican American students and their demands for equal education. While many researchers have traced the problem of poor education for Mexican American children to their cultural and family background, both teachers and counselors have contributed to the situation by setting lower expectations for Mexican American students and by using rigid ``tracking'' systems which tend to limit student achievement. One much-heralded approach to the problem is bilingual/bicultural education. Another approach is using counselors, preferably bilingual, at all educational levels and expanding the counselor role to include parent orientation, community liaison, and student placement, as well as helping the student with problems. In particular, the counselor can assist with the growing numbers of elementary aged minority students who exhibit high anxiety and low self-concept, and the ``alingual'' or ``bicultural illiterate'' student. Currently, counselors are often misused by the institutions that employ them, but they are generally well trained. Anglo counselors must be versatile, skilled, more culturally aware of their minority students, and must know which methods work best with those clients. There are implications for both inservice and institutional training programs. (SB)

ED 173 012 RC 011 477

American Indian Telecommunications Satellite Demonstration Project. Summary Report.

Lyndon B. Johnson Space Center, Houston, Tex.

Spons Agency-All Indian Pueblo Council, Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.
Pub Date-May 79
Note-46p.; Tables 1-3 may not reproduce well due to small print size
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indians, Communication (Thought Transfer), *Communication Satellites, Education, *Feasibility Studies, *Federal Indian Relationship, Health Services, *Information Needs, Information Networks, Institutions, Media Technology, Program Effectiveness, Rural Development, *Telecommunication, Telephone Communication Systems, Television, Tribes, Video Equipment, Water Resources
Identifiers-Bureau of Indian Affairs, Crow (Tribe), National Aeronautics and Space Administration, Pueblo (People)

The technical feasibility of voice and television communication within and between tribes, between tribes and federal agencies, and between educational institutions and tribes was demonstrated by broadcasts which took place April 10, 12, and 14, 1978, with equipment located at four sites: Crow Agency, Montana; All- Indian Culture Center, New Mexico; Moffett Field, California; and Washington, D.C. Two-way interactive television with the TV signals transmitted by satellite allowed tribe members, government officials, and congressmen to see and talk with one another. The National Aeronautics and Space Administration arranged for the use of the Communications Technology Satellite and other technical equipment; the tribes otherwise planned and conducted the broadcasts which included informative presentations by representatives of government agencies, discussion between tribes and a panel of congressmen, instructional programs, and question-and-answer periods with tribes and government representatives participating. Health services, education, rural development, water rights, and the Bureau of Indian Affairs were topics of discussion. Indian groups and federal agencies must now study the possible uses, benefits, and cost effectiveness of using satellite communications to improve Indian information networks. (JH)

ED 173 013 RC 011 481

Chavers, Dean

The Revolution in Indian Education.

Pub Date-5 Apr 79

Note-28p.; Paper presented at the Annual Symposium on the American Indian (7th, Northeastern Oklahoma State University, April 5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *Achievement Gains, *American Indian Education, *American Indians, College Curriculum, College Planning, Comparative Analysis, *Educational Needs, Educational Planning, Elementary Secondary Education, *Equal Education, Ethnic Studies, Higher Education, Middle Class Norm, Needs Assessment, Relevance (Education), School Community Relationship, *Self Determination

The past ten years have brought revolutionary advances in Indian education; further advances are needed and are possible if Indian people build upon their recent gains. Indicators of the revolution in Indian education abound, including increases in college enrollment and numbers of high school graduates, growth of Indian-centered and Indian-controlled colleges (from 1 in 1969 to 28 in 1979), and large numbers of specially funded Indian education projects. Although these advances indicate major educational gains, the gap between Indians and whites is widening as seen by comparing achievements of Indian students and majority males. In order to close this gap, Indians must consolidate their control of educational processes; this entails securing adequate funding for education, training Indian leaders and managers in all professions, building and maintaining strong community involvement in education, conducting practical and theoretical research, and improving communication within and between tribes. One step towards achieving these goals is now under serious consideration: the establishment at Bacone College of a National Indian University that would be the first four-year, baccalaureate degree-granting college to have as its primary mission the education of the American Indian student. (JH)

ED 173 014 RC 011 482

Dykeman, Wilma Stokely, Jim

Highland Homeland. The People of the Great Smokies.

Spons Agency-Great Smoky Mountains Natural History Association, Inc., Gatlinburg, Tenn.; National Park Service (Dept. of Interior), Washington, D.C.

Pub Date-78

Note-191p.; Not available in hard copy due to intermittant use of colored paper

Pub Type- Books (010) - Historical Materials (060) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indians, Chronicles, *Cultural Background, Economic Development, Ethnicity, *Folk Culture, Handicrafts, Human Geography, Local History, *Rural Development, Rural Population, *Social History, Tribes, United States History

Identifiers-Appalachia, Change, Cherokee Nation, *Great Smoky Mountains National Park, North Carolina, *Pioneers, Tennessee

More than 6,600 separate tracts of land, purchased by the citizens of Tennessee and North Carolina and given to the people of the United States in 1934, comprise the Great Smoky Mountains National Park. The history of the Great Smokies is, therefore, a story of people and their home. This volume presents historical vignettes of the groups who founded the region: the Cherokees who built a way of life in harmony with nature; the pioneers who cleared the land of trees and stones to cultivate crops; the trailblazers who constructed roads that challenged rough terrain and mountain ranges; the mountaineers who developed proud individualism and fierce clan loyalties; the loggers who brought manpower, sophisticated equipment, railroads, and fires. Among the many individuals featured are: Sequoyah (known to whites as George Gist), developer of the Cherokee alphabet; Yonahguskah, counselor chief of the Cherokees; Arnold Gryot, Swiss geographer and mapper of the Smokies; Edward Clarence Conner, settler and diarist; Horace Kephart, initiator of the movement for a national park, and Major J. Ross Eakin, first park superintendent. Detailed are distinctive regional features: rail fences, sourwood, ginseng, rifle making, spinning and weaving, mountain music, folk beliefs, handicrafts, and cemeteries. Included are historic photographs, many taken in the 1930's, from the files of the Great Smoky Mountains National Park. (NEC)

ED 173 015 RC 011 483

Wurster, Stanley R.

Ft. McDowell Indian Community Preschool Program.

Pub Date-Jun 79
Note-18p.; For related document see ED 161 569
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, *American Indians, *Community Schools, Cultural Awareness, *Early Childhood Education, Emotional Development, Family Counseling, Kindergarten, Motor Development, *Parent Education, Parent Participation, Parent School Relationship, *Preschool Education, *Program Evaluation, Reservations (Indian), School Community Relationship, Skill Development, Social Experience
Identifiers-*American Indian Education, Fort McDowell Indian Reservation AZ, Reservation American Indians, Yavapai (Tribe)

During the four years of its operation, the Fort McDowell Indian (Reservation) Community preschool and kindergarten program has been directed toward three major areas of emphasis: (1) to provide activities and experiences that focus specific attention on meeting the special education needs of Fort McDowell youngsters; (2) to offer supportive services for parents, families and tribal elders; and (3) to strengthen the Indian community through its relationship with the child's maximum development in intellectual, social, physical, and emotional functioning. The Outreach to Parents'' component features participation in the classroom as parent aides, attendance at regular education classes, and at-home visits. Other components include family counseling, involvement of tribal elders and historians, and development of culturally relevant curriculum materials. A Yavapai language curriculum is being developed and taught. Twenty three children participated in the preschool program in 1978-79, with 18 in the pre-kindergarten class and 5 in the kindergarten. Effectiveness of the various components was measured at the end of the year with five tests, including the Caldwell Preschool Inventory, Denver Developmental Test, and Peabody Picture Vocabulary Test. Data analysis indicates that the project was effective in contributing to or modifying the behavior of the children in such skills as social, readiness, motor, language, and social relations. (DS)

Platero, Dillon And Others
A Study of the Feasibility of Vocational Modules.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Navajo Tribe, Window Rock, Ariz. Div. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603818
Note-152p.; Some parts may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Indian Education, American Indians, *Community Schools, *Curriculum Design, Curriculum Development, Industrial Education, Job Skills, Job Training, *Learning Modules, Manpower Development, Occupational Guidance, Secondary Education, Technical Education, Trade and Industrial Education, Training Techniques, Tribes, *Vocational Education, Vocational Schools
Identifiers-*American Indian Education, *Navajo Nation, New Mexico (Navajo)

Educational consultants, town residents, Navajo tribal chapters and councils, the Bureau of Indian Affairs, the Navajo Division of Education, and local public school districts in Navajo, New Mexico, worked together to design an effective vocational program for an unskilled labor force sparsely settled within a large geographic area. The concept of building a program around ``vocational modules'' that would provide training for skills common to a variety of occupations became the central focus of the study and formed the basis for the research design. Feasibility conditions included: a small student population; a wide range of occupations for placement; a need for both youth and adult enrollment; preparation for jobs in the community and on and off the Reservation; community support; and the labor requirements of employers. Four major sources provided information: relevant research and studies; a community education survey of job openings and employee skill requirements and existing successful programs for Indians. Data analyzed in the context of the feasibility conditions formed the basis for conclusions and recommendations. The approaches used throughout the study and the copies of the survey instruments included in the appendices should serve as a model to assist others attempting to build vocational programs for small communities. (NEC)

ED 173 017 RC 011 485

Bellenger, Joseph And Others

A Feasibility Study Planning Manual.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Navajo Tribe, Window Rock, Ariz. Div. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603818
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, American Indian Education, Behavior, Critical Path Method, Cultural Factors, Data Analysis, Data Collection, *Feasibility Studies, *Guidelines, *Human Resources, *Literature Reviews, *Objectives, *Planning
Identifiers-American Indian Education, Public Services

Based on the procedures, materials, and resources used in A Study of the Feasibility of Vocational Modules'', this manual is one of the products of the study. Since guidelines for feasibility studies in the areas of public services that relate to human behavior are not clearly defined, it is hoped that this manual will guide, support, and lessen the efforts of other practitioners contemplating such studies. Procedures used by the Navajo Division of Education and American Institutes for Research in designing a vocational education curriculum for a community school serving Indians in Navajo, New Mexico, are generalized for more universal use. The major tasks selected as fundamental to a feasibility study are: (1) determination of goals and conditions; (2) identification of people and agencies; (3) analysis of resources available; (4) review of previous studies; (5) use of advisory committee(s); (6) collection of data; (7) analysis of data; (8) interpretation of data; (9) formulation of conclusions and recommendations; (10) statement of feasibility; and (11) time/task/responsibility chart. These tasks are fully described. Attention is given to the problems encountered; suggestions for solving the problems are provided. (NEC)

ED 173 018 RC 011 486

McBain, Susan And Others

Catalog of Vocational Education and Related Programs Designed for Instruction of American Indians.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Navajo Tribe, Window Rock, Ariz. Div. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-G007603818

Note-59p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Alaska Natives, *American Indian Education, *American Indians, Career Planning, *Community Schools, *Curriculum Design, Curriculum Development, Industrial Education, Job Search Methods, Job Skills, Manpower Development, National Surveys, Occupational Guidance, Secondary Education, Technical Education, Trade and Industrial Education, Training Techniques, Tribes, *Vocational Education, Vocational Schools

Identifiers-*American Indian Education, *Navajo Nation, New Mexico (Navajo)

To plan a curriculum for a vocationally based community school in Navajo, New Mexico, the Navajo Department of Education (with assistance from the American Institutes for Research) surveyed the nation for vocational education programs which had been developed or adapted specifically for use with American Indians or Alaska Natives. State directors of vocational education, state education research planning units, regional educational laboratories, relevant journals, and personal referrals identified 109 programs to study. Forty three of the 109 returned completed questionnaires, 34 of which were usable in compiling the catalog. All programs were in operation prior to November 1976 and were designed to teach one or more of the following skill areas: job awareness skills, job planning skills, school performance skills, job getting and maintaining skills, and specific vocational skills. Uniform data presented to describe each program include official title; skill area of emphasis; Indian enrollment, tribe, sex and ages of students; setting; materials, equipment and supplies used; number and qualifications of teachers; costs to students; length; and name and address of a program representative to contact for further information. An analysis of the contributions these programs made in developing the Navajo community school curriculum is reported in Chapter V of A Study of the Feasibility of Vocational Modules'' (the first document in this series). (NEC)

ED 173 019 RC 011 493

Noe, Sally W. Wright, Gregory, Ed.
This Proud Land, A Unit in Native American Studies.
New Mexico State Dept. of Education, Santa Fe.
Pub Date-23 May 79
Note-71p.; Guide prepared in collaboration with the New Mexico Council for the Social Studies; Best copy available
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, Ancient History, Anthropology, *Cultural Background, Cultural Differences, Cultural Events, Ethnology, Geology, Grade 11, Grade 12, Instructional Materials, Lesson Plans, Map Skills, Migration Patterns, Physical Geography, Secondary Education, *Social Studies Units, Tribes, *United States History, Units of Study, Visual Aids
Identifiers-*American Indian History, Apache (Tribe), Navajo (Tribe), New Mexico (Gallup), Pueblo (People), *United States (Southwest), Zuni (Tribe)

The American Indians of the Southwest their history and culture from ancient to modern times are the focal point of this resource manual based on an American history course developed at Gallup High School, Gallup, New Mexico. The course covers ancient culture and migrations of the Indian tribes now inhabiting New Mexico and the coming of Spanish explorers and Anglo settlers; it concludes with the Treaty of Guadalupe Hidalgo. This guide includes an outline for the two-semester course, performance objectives for students, maps, charts, sample tests and study guides, chronologies, and two detailed units of study titled Navajo Clan System and Distribution'' and Migratory Distribution''. Brief background is provided on southwestern geology and physical geography; on cultural differences and similarities among the Anasazi, Hohokan, and Mogollon-Mimbres cultures from which modern tribes descent; and on the history and culture of Pueblos, Zunis, and Apaches especially the apaches de nabahu'', the Navajos. A bibliography of 55 entries directs the reader to in-depth information on various aspects of Southwest history. (JH)

ED 173 020 RC 011 494

Questions and Answers on Treaty Rights.
National Coalition to Support Indian Treaties, Seattle, Wash.
Pub Date-May 78
Note-[illegible]
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, *Federal Indian Relationship, *Government Role, Land Use, Reservations (Indian), *Responsibility, Self Determination, *Treaties, Water Resources
Identifiers-American Indian History, *Federal Indian Relationship, Fishing Rights, *Pacific Northwest Indians, Treaty Rights

Treaties have been upheld in the U.S. Constitution as the supreme law of the land''. U.S. courts have repeatedly recognized Indian nations as sovereign and, consequently, treaties between Indian nations and the United States have the dignity as well as the full force and effect of any other international agreement. While many treaties over the past 200 years have reflected the declining power of the Indian, the treaties with the Pacific Northwest Indians were treaties of friendship and peace. They were not signed in defeat but instead reflected the Indians' willingness to accommodate to the needs of the newcomers. Tribes of this region gave up title to nine-tenths of the present State of Washington; in return they reserved certain lands for themselves, most of which were sites at river mouths where salmon return to spawn. The U.S. generally agreed to provide medical care and other services and to protect the tribes from outside governments and hostile whites. These treaties have not lost their potency with age. This document treats areas of specific concern to the Pacific Northwest Indians. It gives a history of the kinds of treaties and their legal basis, justifies the preservation of reservations, and discusses land use practices associated with logging, dams and pollution, fish resources, the Boldt decision, fishing rights, water rights, and self determination. (DS)

ED 173 021 RC 011 498

Bueno, Domingo

A Research Study of Casa Del Sol: A Viable Chicano Bilingual-Bicultural Alcoholism Treatment Modality.

Pub Date-25 Apr 77
Note-53p.
Pub Type- Report[illegible] - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - [illegible]01/PC03 Plus Postage.
Descriptors-Acculturation, *Alcoholism, Cultural Awareness, Cultural Factors, *Culture Conflict, Drinking, Economic Disadvantagement, Evaluation Methods, *Males, *Mexican Americans, Models, *Program Evaluation, *Psychological Evaluation, Psychological Needs, Therapy
Identifiers-Alcoholism Treatment, Casa del Sol TX, *Chicanos, Hispanos

Alcoholism among Chicanos is principally due to structural deficiencies in the surrounding society. The frustrations and limitations brought on by the social structure constitute the principal cause of Chicano alcoholism. These include the major causative factors of poverty, racism and acculturation. In an attempt to address the problem of alcoholism among Mexican Americans, the Mexican American Unity Council implemented in 1974 Casa del Sol,'' a federally funded alcoholism project which uses the intrinsic strengths of the Mexican American culture as part of the treatment process. Therapy is based on cultural assessment, culturally individualized treatment plans and the study of Chicano culture and history. The staff of the project are both bilingual and biculturally trained. To assess the effectiveness of the program a study was conducted in 1976 on 17 of the clients between the ages of 17 to 48. A questionnaire was filled out by the inpatient counselor as the client came into the program and thirty days after he left the inpatient unit. Data analysis showed that the treatment process was significant in increasing the attendance rate at Alcoholics Anonymous meetings and employment status and number of days worked. The number of days of hospitalization, alcoholism related arrests, number of days the client drank and the amount of alcohol consumed all decreased. This type of bilingual, bicultural treatment is a viable, realistic concept. (DS)

ED 173 022 RC 011 499

Brenner, Lynne

Report on the Second Year of the Kumtuks Alternative Rehabilitation Program of Templeton Secondary School. Research Report 78-08.

Vancouver Board of School Trustees (British Columbia).
Pub Date-Sep 78
Note-27p.; Not available in paper copy due to marginal legibility of original document ; Funded in part by the Ministry of Human Resources and by the First Citizens Fund
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Access to Education, Adjustment (to Environment), *Alternative Schools, American Indians, American Indian Studies, *Canada Natives, Dropout Prevention, *Dropout Programs, Educational Alternatives, English, Mathematics, Program Evaluation, Sciences, *Secondary Education, *Self Concept, Student Evaluation
Identifiers-British Columbia (Vancouver)

Kumtuks, established by the Vancouver School Board in 1976, is an alternative educational program for Native Indian adolescents who have the potential to complete Grade 12 but whose recent school histories show poor attendance, deficiencies in basic skills, low motivation, and poor self-concept. The goal of the program is to enable students to complete their education in regular secondary school; curriculum includes basic skills in English and mathematics, Native Indian Studies, science, and adaptive skills necessary for success in the school and urban community. In its second year (September 1977 to June 1978) Kumtuks enrolled 23 students, ages 12 to 16, whose average grade attainment at enrollment was Grade 7. Student progress was evaluated by the following measures: attendance, KeyMath Diagnostic Arithmetic Test, Woodcock Reading Mastery Tests, Canadian Tests of Basic Skills, and self-concept (adapted from How I See Myself Scale); student progress in a special values clarification program and staff evaluations were also considered. Student attendance rate of 96.4% compared favorably with the sponsoring school; 16 of the 23 students gained one or slightly more than one grade level beyond their entry placement; self-concept scores improved, and individual changes occurred in the values clarification program. All but one of the students plan to attend school in September 1978; 12 will return to Kumtuks. (JH)

ED 173 023 RC 011 507

Wilderness And Individual Freedom. Conference Proceedings.
Oregon Univ., Eugene.
Pub Date-4 Mar 76
Note-118p.; Proceedings of the Wilderness and Individual Freedom Conference (Mt. Hood, Oregon, March 4-6, 1976); Not available in paper copy due to colored pages ; Prepared in collaboration with the Oregon Committee for the Humanities
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conference Reports, *Conservation (Environment), Environmental Education, Meetings, *Natural Resources, *Outdoor Education, *Recreation, Speeches
Identifiers-Wilderness and Individual Freedom Conference, *Wilderness Preservation

A fundamental statement of the only philosophy that can really lead to protection of wild lands emerged from the proceedings of the March, 1976 Wilderness and Individual Freedom Conference there must be more citizen participation in wilderness decisions because there is a great diversity of wilderness users and because we cannot separate what happens in the wilderness from what happens in our lives. Some 113 participants attended the three day conference that featured keynote speakers, panel discussions, small group seminar discussions, and slide presentations. Proceedings of all these events are included in this document. The script of the multi-media slide presentation on wilderness and individual freedom is given. Personal, management and broad perspectives on the historical and philosophical foundations of the American wilderness dream are summarized from a panel discussion on that subject. One keynote address deals with the rights and freedoms that must be protected for the individual citizen's use of wilderness resources and a subsequent seminar discussion lays the foundation for a charter of essential wilderness freedoms. Other panel discussions and discussion groups work with the problem of individual freedom and wilderness preservation. Proceedings on the final conference day were directed toward the major conference question of ``How can we maximize freedom and minimize impact in the wilderness resource?'' (DS)

ED 173 024 RC 011 508

State Appalachian Development Plans and Investment Programs for Fiscal Year 1979. Abstracts.

Spons Agency-Appalachian Regional Commission, Washington, D.C.

Pub Date-May 79
Note-81p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Development Centers, Community Services, *Depressed Areas (Geographic), Development, *Economic Development, Educational Development, Employment, Health Services, Housing, Income, Industrialization, Low Income States, Natural Resources, Needs, Population Trends, Regional Characteristics, Regional Cooperation, *Regional Programs, *Rural Development, *State Programs
Identifiers-Alabama, Appalachia, *Appalachian Regional Commission DC, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia

One component of the Appalachian Regional Commission's regional plan process is the annual review and approval of individual state development policies. The state summaries of proposed programs for fiscal year 1979 (for Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia) include an analysis of economic and social conditions giving population trends, employment rates, and per capita income; an assessment of the region's needs and potentials; a statement of goals, objectives, and priorities for the region; and an abstract of the investment program. Each investment program identifies and describes the projects and programs which will be eligible for funding by the Commission and their costs. Projects fall into the following categories: child development, community development and housing, education and vocational training, energy and natural resources, enterprise development, health, industrial parks, sewer and water systems, small farm demonstration, and research and development. Allocations requested from the Commission to fund the programs range from North Carolina's $9,800,000 to Pennsylvania's $26,900,000. (NEC)

Inequity of Human Services: The Rural Tennessee Dilemma.
Tennessee State Univ., Nashville.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Jun 79
Note-268p.; Publication contributes to Cooperative Agricultural Research Program 516-15-29, Publication No. 49
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Agency Role, Community Services, Cultural Factors, Decentralization, *Delivery Systems, Demography, Health Needs, *Health Services, *Human Services, Medical Services, *Needs Assessment, *Rural Areas, Rural Development, Social Agencies, *Social Services, Transportation
Identifiers-*Tennessee

Davidson, Williamson, Rutherford, and Cheatham counties of Tennessee were the setting for a study that sought to determine the types of health and social services provided to residents of rural areas and to assess the present status of the service delivery system. Interviews with both agency representatives and randomly selected household repondents examined the health and social services delivery systems in such areas as agricultural extension, alcohol and drug abuse, day care, counseling, family planning, employment services, and medical services. The study addressed specific problem areas, their possible causes, services gaps, types of services needed, and inadequately served geographic areas. The greatest needs identified were for medical services, public transportation, improved housing, day care, improved roads, and social and employment services. The single most important barrier to overcome in increasing utilization of existent services was one of cultural obstacles: the feeling that it is somehow wrong to accept free or reduced rates for services even when the need is great. Better service delivery could also be provided by (1) the development of services based in rural areas or branch offices, (2) the decentralization of service delivery, and (3) the development of special transportation programs. Existing community buildings also stand under utilized and could be used to house service facilities. (DS)

ED 173 026 RC 011 513

Schraff, Anne
Tecumseh. The Story of an American Indian.
Pub Date-21 May 79
Note-67p.; Not available in hard copy due to publisher's preference
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($5.95)
Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Literature, *American Indians, Childrens Literature, Colonial History (United States), Culture Conflict, Culture Contact, Elementary Education, *Land Settlement, Land Use, *Leadership, Males, Military Training, Tribes, *United States History, *War
Identifiers-Oratory, Shawnee (Tribe), *Tecumseh

Tecumseh, famed for his skills as an orator, warrior, military strategist, and leader of his Shawnee people, has been called one of the great American leaders. In 1812 he assembled 3,000 warriors from 32 American Indian tribes in an effort to save the Indian lands from the onslaught of the white soldiers and settlers. It was the largest Indian army ever to fight against the whites. He was born in 1768 in Old Piqua, a prosperous Shawnee village of 4,000 people located near what is now Springfield, Ohio. By the time he was six white settlers were attacking Shawnee villages and taking over tribal lands. Tecumseh was respected as a leader among both his people and other tribes and he devoted his life to stopping the white invaders and saving the lands of his people. He believed that only by uniting into a strong Indian confederacy could his people have any chance against the whites and he traveled from Canada to the Gulf of Mexico enlisting other tribes in his cause. Between 1811-1813 his forces actively resisted the white armies of General William Henry Harrison, but in 1813 at the Battle of Thames Tecumseh was killed and the power of the Indian people in the Ohio Valley destroyed. Many legends grew up about his power and honor and Indian people remember with pride a great man who loved his people so much he died for them. This volume is one of a series of biographies of American Indian leaders; it is intended for grades 5 and up. (DS)

Cunningham, Maggi
Black Hawk. The Story of an American Indian.
Pub Date-21 May 79
Note-66p.; Not available in hard copy due to publisher's preference
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($5.95)
Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indians, Culture Conflict, Culture Contact, Elementary Education, *Land Settlement, Leadership, Males, Reservations (Indian), Tribes, *United States History, *War
Identifiers-*Black Hawk, Illinois, *Sauk (Tribe)

Born in 1767, Black Hawk was the last great war leader of the Sauk Indians, who lived in the Rock River valley in Illinois. By age 25, he was a famed warrior and leader of his people who raided neighboring tribes until a period of peace and prosperity began about 1800. Various treaties of which the Sauk knew and understood very little deprived the tribe of their lands and paved the way for settlements. By 1831 the Sauk were forced off their land under the leadership of Black Hawk's lifelong rival, Keokuk, favored by the United States government. In 1832, Black Hawk led many of his people in a series of unsuccessful battles to reclaim their land. Black Hawk surrendered and was imprisoned after the Battle of the Bad Axe. The Indian leader met President Andrew Jackson before being returned to the Sauk reservation. Unhappy, Black Hawk left the settlement and in 1838 died in Iowa, named the ``Hawkeye State'' in his honor. Details of Sauk life and culture and nineteenth century American history are revealed in the biography, one of a series about American Indian leaders. The book is intended for grades 5 and up. (SB)

ED 173 028 RC 011 515

Boyken, J. Clarine J.

Echoes of Spring Valley.

Pub Date-78

Note-130p.; Not available in hard copy due to author's preference

Available from-J. Clarine J. Boyken, Box 372, 535 Dieckman Street, NE, Titonka, Iowa 50480 (PB $3.00, HC $5.50, plus $0.65 postage)

Pub Type- Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Characteristics, Educational History, Elementary Schools, Family School Relationship, *Local History, One Teacher Schools, *Rural Education, Rural Schools, School Buildings, *School Community Relationship, *Small Schools, Social History, Values

Identifiers-*Iowa (Hamilton County), *Spring Valley School IA

Designed to preserve the rich heritage of the rural school system which passed from the education scene in the 1930's and 1940's, this narrative, part history and part nostalgia, describes the author's own elementary education and the secure community life centered in the one room Spring Valley School in Hamilton County, Iowa, in the early decades of the century. Remembered are the octagonal clock hung over wainscoting; the dry sandwich in the lunch pail in the pre-waxpaper era; the dark recesses of the cloakroom where you searched for a lost mitten; the recitation bench to which you were called for class sessions; the double desks shared with a seat mate; the quotation or maxim given in response to roll call; the water bucket in lieu of plumbing and streamlined faucets; the open'' classroom in which older pupils were always available to help beginners; the annual visit of the county superintendent; the long noon hours of robust play on the schoolground and lengthy walks to and from school contributing to physical fitness; the bone tired weariness at day's end during a two-week cornhusking vacation''; and the school buses and improved roads allowing all weather travel and marking the demise of the one room school. The passing of the one room school includes the passing of an age whose educational philosophy emphasized book learning, goals for personal achievement, and family and community traditions. (NEC)

ED 173 029 RC 011 516

Coe, Linda C., Comp.

Folklife and the Federal Government. A Guide to Activities, Resources, Funds, and Services.

Library of Congress, Washington, D.C. American Folklife Center.

Report No.-AFC-1

Pub Date-77

Note-154p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Agency Role, American Culture, American Indians, Anthropology, Art, Cultural Background, Ethnic Groups, Ethnology, *Federal Aid, Federal Legislation, *Federal Programs, Financial Support, *Folk Culture, *Government Role, Language Research, Music, *Research Opportunities, Rural Population, United States History

Identifiers-*Cultural Preservation

The guide describes fifty-four diverse federal programs and activities which are potential sources of financial and other assistance to those interested in various aspects of folklife. Potential users are folk artists; folklorists; researchers in linguistics, anthropology, and ethnology; members of ethnic or regional groups involved in presenting or preserving aspects of their cultural heritage; or American people generally. The efforts of John Wesley Powell, John Collier, Holger Cahill, the Archive of American Folk Song, the Bureau of American Ethnology, and other people and institutions are noted in a short introductory section describing 200 years of contradictory federal response to American folklife, culminating in the 1976 American Folklife Preservation Act. The programs described are organized by sponsoring federal agency, and are numbered sequentially for indexing purposes. The one-to-two page descriptions note what assistance is available, for whom it is intended, and whom to contact for more information. Examples are given of assistance previously granted under some programs. There is a briefly annotated bibliography of six publications dating from 1975 which contain detailed information of the federal government and its programs. (SB)

Dwyer, Mary Clare And Others
The Kansas Community Education Manual.
Kansas State Univ., Manhattan. University of Man.
Pub Date-Apr 78
Note-81p.; Not available in paper copy due to author's preference; Parts may not reproduce clearly
Available from-University for Man, 1221 Thurston, Manhattan, Kansas 66502 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Community Education, *Community Programs, Coordinators, Educational Philosophy, *Experimental Colleges, Fund Raising, Lay Teachers, Pamphlets, Photographs, *Program Development, Program Evaluation, Program Planning, Publicize, *Rural Education, Scheduling, School Registration
Identifiers-Incorporation, *Kansas (Manhattan), *University for Man KS

Based on the educational philosophy of ``anybody can teach, anybody can learn'', a free university offers ungraded, unaccredited classes to the general public, without charge, on any topic such as societal issues, arts and crafts, intellectual subjects, and practical skills. To plan a program, only a borrowed phone and office, human energy, as little as $80 per year, and from 4 weeks to as long as 8 months are needed. The result of a need to help people duplicate the success of 12 free university projects established in Kansas from 1975-1977 by the University for Man (UFM), the manual provides detailed how-to-do-it guidelines on starting, running, and developing a community education program for a small or medium sized Kansas town. Eleven chapters, each written by one of the VISTA volunteers who directed the 12 pilot projects, cover all phases of the operation. Chapters discuss how to begin the project, timetable, project brochures, use of photographs, registration, program publicity, coordinator's role, advisory boards, incorporation of project, funding, and evaluation of project. Additional assistance in program planning may be obtained from the National Free University Network (FUN), a consortium of over 200 free universities and learning centers headquartered at UFM in Manhattan, Kansas. (NEC)

ED 173 031 RC 011 523

Baskerville, Roger A.

Toward Community Growth. A Career Education Model for Iowa and Other Predominantly Rural States.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Note-181p.
Available from-Arrowhead Learning Resource Center, Iowa Central Community College, Voc. - Tech. Building Lower Level, Fort Dodge, Iowa 50501 ($10.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Career Education, *Career Exploration, Career Opportunities, Changing Attitudes, Community Involvement, *Community Resources, Federal Aid, Local History, Negative Attitudes, *Occupational Choice, Rural Areas, Rural Development, *Rural Education, Rural Schools, School Community Relationship, School Role, Secondary Education, Seniors, Social Studies, *Student Attitudes
Identifiers-*Community Holding Power, *Iowa (Lohrville)

The Lohrville Career Education Model (LCEM) is a successful program to influence the decision of rural high school students to remain in the community after graduation and to help them examine local occupational opportunities and potential. The LCEM consists of a 7-unit course in local history, rural living, rural economy, rural attitudes, personal attitudes, career opportunities, and senior citizens. The course is taught to seniors in two-week sessions in the fall and spring. Following each session seniors are placed for two weeks in the work environments of local community resource persons. Program evaluation is by pre- and post-test and final examination. According to 1978 pilot test results senior students can meet program objectives of: (1) learning local history and rural philosophy; (2) becoming aware of local career opportunities; and (3) improving their attitudes towards rural life, careers, community growth, and education. The program should be continued longitudinally. It should be taught on a limited basis at the junior level and expanded to 6-8 weeks per semester at the senior level. Appendices include attitude surveys, course syllabus, student activities and objectives for 32 career subject areas, student and resource person reports, and evaluation instruments. (SB)

Wheelock, Gerald C. And Others
Educational Needs Projection and Rural Development: A Synthesis. SRDC Synthesis Series No. 7.
Southern Rural Development Center, Mississippi State, Miss.
Spons Agency-Alabama A and M Univ., Normal.; Department of Agriculture, Washington, D.C.
Pub Date-Jun 79
Note-93p.; For related document see ED 158 928
Available from-Southern Rural Development Center, Box 5406, Mississippi State University, Mississippi State, Mississippi 39762 ($1.00)
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Change Strategies, Communications, Community Involvement, Decision Making, *Educational Needs, Models, Needs Assessment, *Prediction, Public Policy, *Rural Development, *Rural Education, *Southern States, Systems Approach, *Vocational Education
Identifiers-Rural Futures Development, Southern Rural Development Center MS

In August of 1978 the Southern Rural Development Center (SRDC) published an annotated bibliography on Education Needs Projection and Rural Development; this synthesis paper follows that bibliography and is intended to relate some of the useful applications derived from the survey of the literature. Five papers are included in the synthesis. The first, Education Needs Projection and Rural Development'', is by Dr. Gerald C. Wheelock, Chairman of the SRDC Functional Network; it summarizes the network's findings as it documented the extent and specific direction of trends in collaboration between educational complexes and rural communities. The second paper, also by Wheelock, deals with the state of the art in forecasting education needs for Southern rural development. Rural Futures Development Strategy'' describes the development of a successful, planned change model that actively invites students, teachers, administrators, and citizens of the community in determining what, how, and when something might be done to improve the educational opportunities in the community. The fourth paper presents an historical overview of an industry service program of vocational education that has been operating in Mississippi for about five years. The final paper bears the title, Communication Strategies in Public Policy Decision Making: An Analysis of Processes in Major Needs Assessment Models from a Systems Point of View''. (DS)

ED 173 033 RC 011 525

Iqbal, Shahid Eastmond, Jefferson N.
Determining Pupil Participation Through School Mapping Procedures.
Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-77
Note-34p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Attendance, Attendance Patterns, Developing Nations, Dropout Research, Educational Development, Educational Disadvantagement, Educational Needs, *Equal Education, Males, *Primary Education, Research Methodology, *Rural Education, School Holding Power, *Womens Education
Identifiers-*Mapping, *Pakistan

As part of the project to universalize primary education in Pakistan by the mid-1980's, 1977 participation rates of boys and girls in rural primary schools in the Federal Capitol Territory have been determined through school mapping procedures. In three of four Territorial headquarters areas about 35% of boys and between 7% and 16% of girls attend primary school. In the fourth area, 17% of boys and 28% of girls attend. For the four rural areas combined, 35% of boys and 13% of girls go to school, as *compared to attendance rates of 51% for boys and 49%* for girls in the city of Islamabad. Among all Territorial primary aged children, only 39% of boys and 23% of girls attend school. Many rural children, especially those in remote areas and girls in general, are denied educational opportunities because of lack of schools or inefficient organization and operation of existing schools. All districts in Pakistan should initiate a similar mapping study in order to describe the present situation and determine what has to be done to improve the educational opportunities for rural children. These studies should be the basis for all educational development in Pakistan. (SB)

Bobby, Pete And Others

K'qizaghetnu Ht'ana (Stories from Lime Village).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Grant-G007605457
Note-45p.; Transcribed by James Kari
Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)
Language-English; Dena'ina
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, American Indian Languages, Athapascan Languages, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, *Instructional Materials, Language Instruction, Local History
Identifiers-Alaska (Lime Village), *Athabascan (Tribe), Denaina (Language), Oral Tradition

A cross section of Athabascan life as related by eight inhabitants of Lime Village, Alaska, is given in this document. The short narratives are printed in English and in Dena'ina. Illustrations accompany the text. The stories tell of making eagle feather robes, birchbark or mooseskin boats, a raincoat from black bear intestines, and boots from fish skins. Another story describes how to make a birch bark basket and then brew tea in it by dropping hot stones into the water. A recipe for Indian ice cream includes such ingredients as cooked salmon, moose grease, berries and sugar. Fishing methods include blackfish traps, dipnets, spears for whitefish, and nets for salmon. Wormwood soaks and hot packs are listed as native remedies for blood poisoning, with blackberry tea as a cure for stomach ache or constipation, and red currant bark tea as an aid for those with tuberculosis. The stories also tell of hunting sheep, seals, mountain squirrels, ducks, and black bear. (DS)

ED 173 035 RC 011 527

Thomas, Evans
Nunatchiagmi (Stories About Buckland).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007605457
Note-60p.; Prepared in Inupiat by Evans Thomas, Susie Sun and Hanah Loon
Available from-National Bilingual Materials Development Center, Rural Educational Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)
Language-English; Inupiat
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Alaska Natives, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, Eskimo Aleut Languages, *Eskimos, *Instructional Materials, Language Instruction, Local History
Identifiers-*Alaska (Buckland), *Inupiat (Language), Oral Tradition

Printed in both Inupiat and English, this 32 page booklet recounts stories of native life in Buckland, Alaska. It is printed in large type and simply written; illustrations accompany each short narrative. Several stories are told by Evans Thomas who remembers his boyhood days as he fired a shotgun for the first time, shot his first seal, broke a reindeer to the harness, and hunted a wolf. One of his stories is particularly humorous as he tells of his father's efforts in learning how to stop a new motor boat. The intermeshing of traditional and new ways of life is particularly striking; the stories deal with seal, whale, and caribou hunting, dog teams and deer sleds, yet they also tell of using guns, telescopes, motorboats, and snow-go'' machines. (DS)

ED 173 036 RC 011 528

Dirks, Lydia Dirks, Moses

Atxax (Atka).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Apr 78

Grant-G007605457

Note-48p.; Prepared in Western Aleut by Moses Dirks ; May not reproduce clearly due to colored background

Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)

Language-English; Western Aleut

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, Eskimo Aleut Languages, *Instructional Materials, Language Instruction, Local History

Identifiers-*Alaska (Atka), *Aleut (Tribe), Oral Tradition, Western Aleut (Language)

Semi-dormant volcanoes, bombing by the Japanese, fierce storms, isolation, high fuel costs, and bureaucratic harrassment are some of the conditions peoples of the Aleutian village of Atka, Alaska, have had to contend with in years past. In this illustrated booklet, printed in both Western Aleut and English, Lydia and Moses Dirks, lifetime residents of Atka, recount happenings from years past. The short stories tell of such events as fishing, reindeer hunting, fox trapping, the art of basket weaving, and of a storm so fierce people thought their homes would be blown away. A theme of dissatisfaction with various government policies emerges from some of the narratives. One story tells of the use of the island as an air strip during World War II and the mess that was left behind when the strip was closed. It is mentioned that some people think the U.S. Navy is trying to force the people to leave the island and examples are given of some Navy actions that seemingly lend credence to that idea. The sea otter is described as a nuisance, protected by the government, yet so abundant that otters are stripping the area of food sources commonly used by the Aleut people. This document is intended for use in bilingual education instruction. (DS)

Karmun, Mamie
Ipnatchiami (Stories About Deering).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-G007605457
Note-64p.; Prepared in Inupiat by Mamie Karmun
Available from-National Bilingual Materials Development Center, Rural Educational Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)
Language-English; Inupiat
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Alaska Natives, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, Eskimo Aleut Languages, *Eskimos, *Instructional Materials, Language Instruction, Local History
Identifiers-*Alaska (Deering), *Inupiat (Language), Oral Tradition

Intended for use in a bilingual education program, this document is printed in both Inupiat and English. It is a collection of 32 very short tales about life in Deering, Alaska, and was developed and prepared by Marie Karmun, an Inupiat language teacher. It is printed in large type, written in simple words, and illustrated. Most of the stories are presented from a child's point of view. Two of the stories tell of a landing field that was built near the village and of an airplane whose parts first came by ship and then were assembled. Other stories describe artifacts and fossils found in the area. The children also tell of making noise outside of a newlywed couple's home with the hope they will be given candy so they'll go away. Some of the tales are concerned with the mining history of the area and mention the abandoned town of Candle, an old dredge, and a gold mine that is worked each summer. Other tales deal with roadbuilding, diamond baseball, the supply boat, the railroad, the school, and an old superstition about the devil's light on the mountain. (DS)

ED 173 038 RC 011 530

Mensoff, Olga
Akutanax (Akutan).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 77
Grant-G007605457
Note-70p.; Prepared in Eastern Aleut by Olga Mensoff and Moses Dirks
Available from-National Bilingual Materials Development Center, Rural Educational Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)
Language-English; Eastern Aleut
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Alaska Natives, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, Eskimo Aleut Languages, *Instructional Materials, Language Instruction, Local History
Identifiers-*Alaska (Akutan Island), *Aleut (Tribe), Eastern Aleut (Language), Oral Tradition

Villagers on the Aleutian island of Akutan must share their island with a volcano, an active, smoking one that soils clothes hanging on the clothesline and in winter blackens the snow. Winters are particularly hard on the island. Strong winds blow and as ice clogs the creek the town's electric supply is cut off in February and March. Akutan is a long village, located near a bay, and it contains 20 houses, a small village store, and a 12-student school. Twice a year a priest comes to Akutan's church. In the summer a crab processing ship comes and everyone from the village works on the ship for the three months of its stay. Akutan has no airport, but at least once a week a sea plane brings mail and freight; a mail boat also sails from Kodiak. There are no telephones on Akutan; outside communication is by radio. Hunting on the island is limited to birds: ducks, geese, and ptarmigan. At one time there were many fish around Akutan, but now very few remain. This scenario of life on Akutan is printed in both Eastern Aleut and English and is intended for use in bilingual instruction. It is printed in large type, illustrated, and written in simple words. The twenty short happenings are related by a lifelong resident of the village. They include descriptions of physical features of the area as well as aspects of the life style of its inhabitants. (DS)

Nunaput Negeqlirmi (Our Village of St. Mary's).
Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-310-77-0051; Language-English; Yup'ik
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives, *Bilingual Education, *Childrens Literature, Cultural Awareness, Cultural Context, *Elementary Education, Eskimo Aleut Languages, *Eskimos, *Instructional Materials, Language Instruction, Student Developed Materials
Identifiers-*Alaska (Saint Marys Village), *Yupik

Yup'ik Eskimo children from the fifth and sixth grades of St. Mary's Public School, St. Mary's, Alaska, wrote this collection of 28 short stories. The 55 page book is printed in both Yup'ik and English. It features large type and illustrations drawn by the children and is intended for use in a bilingual education program. Some of the stories deal with hunting moose and seal, others with fish camps and drift fishing. Children also describe their favorite forms of recreation, including ski-doo riding, steam baths, sledding, swimming, basketball, ice skating, skiing, and the lap game. Two of the tales tell of the freezing of the river, the Spring ice break-up, and the annual Spring floods. The children also describe physical features of their village, including the school, the town water supply, the supply barge, a cannery, and the mission airstrip. (DS)

ED 173 040　　　　　　　　　　　　　　RC 011 532

Slwooko, Grace

Yuggaankuk Mayeraaghpagenkuk (The Eskimo Man and the Giant).

Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Grant-310-77-0051; Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($4.00, limited supply)

Language-English; Yup'ik

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alaska Natives, *Bilingual Education, Childrens Literature, Cultural Enrichment, Elementary Secondary Education, *Eskimo Aleut Languages, *Eskimos, Folk Culture, *Folklore Books, Instructional Materials, Language Enrichment, *Language Instruction, *Legends, Second Language Learning

Identifiers-Alaska, *Eskimo Literature, Yupik

The legend of an Eskimo hunter, trapped on a moving, melting ice flow and subsequently rescued by a friendly but shy giant who returns him to his village, is presented in the St. Lawrence Island Yup'ik language and in English. Ten full page color illustrations by J. Leslie Boffa visually tell the story for those readers who may not yet have mastered the written word. (NEC)

Slwooko, Grace

Sivuqam Ungipaghaatangi (St. Lawrence Island Legends).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 77

Grant-G007605457

Note-95p.

Available from-National Bilingual Materials Development Center, Rural Education Affairs University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($5.00)

Language-English; Yup'ik

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Alaska Natives, Bilingual Education, *Eskimo Aleut Languages, *Eskimos, Folk Culture, *Folklore Books, *Instructional Materials, Language Enrichment, Language Instruction, *Legends, Secondary Education, Second Language Learning

Identifiers-*Alaska (Saint Lawrence Island), Anthropomorphism, *Eskimo Literature, Oral Tradition, Yupik

Transmitted orally for generations until the Eskimo language became a written one, the eleven St. Lawrence Island legends compiled in this volume for high school students tell of feats that were accomplished through supernatural power. Meant for both entertainment and instruction, the tales convey wise council indirectly through the conversations and acts of animals. Each legend is presented in the St. Lawrence Island Yup'ik language and in English and is accompanied by black and white illustrations by J. Leslie Boffa. Titles are: Aghnaghaq Aggqutkeqkaq'' (A Girl for a Sacrifice''); Qaala''; Piqalaq''; Anglegutkullghiit Quyillgaaghet Angufqaghtekangi'' (Brothers in the Storm''); Kingugmeng Aghnaq Anglistikaq'' (A Woman Who Raised a Worm''); Kaangut Igleghallghat'' (The Flight of the Geese''); Tutakemsegaq'' (Wood Carver''); Aghnaghaghaq Tagitugmi Iflakaq'' (The Girl Who Was Lost in the Fog''); Ayvanga Kaangqwaghtaqayugek'' (Clashing Rocks''); Aaygu Ayemaqngan'' (Broken Arrow''); and Tanqiq Tuqaagaqngan'' (When the Pale Moon Went Fainting''). (NEC)

Dirks, Moses Dirks, Lydia
Niigugim Qalgadangis (Atkan Food).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007605457
Note-51p.; Prepared in Western Aleut by Moses Dirks
Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($2.00, limited supply)
Language-English; Western Aleut
Pub Type- Guides - Classroom - Learner (051) - Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Alaska Natives, *Bilingual Education, Cooking Instruction, *Cultural Background, Elementary Secondary Education, *Eskimo Aleut Languages, *Eskimos, Ethnic Origins, Folk Culture, *Food, Foods Instruction, Home Economics Education, Language Enrichment, Language Instruction, Second Language Learning
Identifiers-*Alaska (Atka Island), *Cookbooks, Western Aleut (Language)

A history of food gathering and food preparation techniques of Alaska natives on Atka Island in the Aleutians are presented in Western Aleut and English with illustrations by J. Leslie Boffa and Mike Dirks. Directions are given for preparing: various plants, including wild rice; salted, dried, or smoked fish; baked flour; fried dough; boiled codfish stomachs; codfish and halibut liver paste; mashed fish; partially dried fish backbones; salmon eggs; cooked seal oil; clams and mussels; sea urchings; chitons, and limpets; and ducks and other birds. (NEC)

Pulu, Tupou L.
Koyukon Athabaskan Dance Songs.
Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Grant-310-77-0051; Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($2.50, limited supply)
Language-English; Koyukon
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alaska Natives, *Athapascan Languages, Bilingual Education, Cultural Activities, *Dance, Elementary Secondary Education, *Eskimos, *Folk Culture, Instructional Materials, Music, Musical Composition, Music Appreciation, Music Education, Music Therapy, *Vocal Music
Identifiers-Alaska, Cultural Contributions, *Koyukon (Language) *Songbooks, Oral Tradition

Nineteen songs sung at potlach activities to honor the dead have been transcribed and compiled to foster greater understanding and appreciation among Alaskan school children of the place of songs in the life of the Central Koyukon Athabaskans who believe that singing and dancing allow emotional release from the sadness of losing a loved one. The songs, never directly naming the deceased person, tell of how much the person is missed by his family and friends and of the good deeds the person did when he was alive. The songs fall into three basic types: (1) the mask dance songs, sung with the typical Eskimo words accompanied by the beating of the hand drum; (2) the washtub songs, to which the people dance around a peeled spruce pole moving a piece of calico up and down with their hands; and (3) the stick dance songs, sung only during the proper time at the Feast for the Dead. Each song is presented with lyrics in Athabaskan and English, a brief history of the subject of the song and its composer, and appropriate illustrations by Dinah Stephenson. Also included is a biographical sketch of Madeline Solomon, native Alaskan educator who assisted in compiling the songs. (NEC)

ED 173 044 RC 011 536

Douglas, Arthur, Sr. And Others

Kayuqtullu, Tulugatlu, Suli Atlat Annugaurut (Foxes and Ravens and Other Creatures).

Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007605457

Note-99p.; Prepared in collaboration with the Mauneluk Association

Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 (English and Inupiat version each $2.00, limited supply)

Language-English; Inupiat

Pub Type- Books (010) - Creative Works (030)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Alaska Natives, *Bilingual Education, *Childrens Literature, Classroom Materials, Cultural Background, Cultural Enrichment, Eskimo Aleut Languages, *Eskimos, *Folk Culture, Instructional Materials, *Legends, Prose

Identifiers-*Alaska, Inupiat (Language), *Oral Tradition

Four short stories taken from Alaskan oral tradition are written in plain terms and presented in large print with illustrations on each page. The Little Mouse'' describes how a courageous mouse swims across a river only to discover it is just a man's footprint. In The Loon and the Muskrat'' two animals become possessive of the lake where they live, then decide to share the territory. Daisy and Tulagaq'' is the story of how a cleaver ground squirrel outwits a raven. In The Fox and the Raven'' the crafty fox flatters an ugly woman and receives a gift, but the honest raven receives nothing. The Inupiat version is also included. (SB)

ED 173 045 RC 011 537

Gray, Minnie

How Stories From Alaska.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.

Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-310-77-0051; Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)

Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alaska Natives, *Childrens Literature, Classroom Materials, *Cultural Background, Cultural Enrichment, *Eskimos, *Folk Culture, *Legends, Prose

Identifiers-Alaska, *Eskimo Literature, *Oral Tradition

Four simple ``how'' stories from Alaskan legend are presented in large type and amply illustrated. In ``How the Caribou Lost His Teeth'', Siqpik's only son is eaten by the sharp-toothed caribou, so Siqpik feeds the animal sour berries to make his teeth fall out. ``How the Loon Got His Spots'' relates how the raven paints the loon's back with soot then throws ashes on the loon's head in anger. ``The Pike and the Mudsucker'' tells why the pike has a boney body and the mudsucker has a boney tail. In ``How the Beaver Got His Tail'' the beaver and the muskrat exchange their original tails. (SB)

ED 173 046 RC 011 538

Gray, Minnie
More How Stories From Alaska.
Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-310-77-0051; Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($1.50, limited supply)
Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alaska Natives, *Childrens Literature, Classroom Materials, *Cultural Background, Cultural Enrichment, *Eskimos, *Folk Culture, *Legends, Prose
Identifiers-Alaska, *Eskimo Literature, *Oral Tradition

Taken from Alaskan oral tradition, the five how'' stories are written in simple English prose. The Four Qayaqs'' explains why the porcupine has no fat on his stomach and the beaver has none on his back. Ptarmigan and the Sandhill Crane'' tells how the two very different birds come to look alike. In Why the Dall Sheep Lives in the Mountains'', Qayaq's wiggling toes scare a man into the mountains where he becomes a sheep. Why the Caribou Has Long Legs'' relates how the Qayaq uses a stick to beat the short hind legs of his caribou wife to make her legs grow. How Three Boys Became Animals'' is the story of three brothers left alone who turn into a wolf, a fox, and a raven so they can go outside. The large print book has illustrations on each page. (SB)

ED 173 047 RC 011 539

Hudson, Harold

Sope, A Tsimshian Story.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Grant-310-77-0051; Available from-National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503 ($2.00 - limited supply)
Pub Type- Books (010) - Creative Works (030) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Education, American Indians, *Canada Natives, *Childrens Literature, Classroom Materials, *Cultural Background, Cultural Enrichment, *Folk Culture, *Legends, Prose, Tribes
Identifiers-*Oral Tradition, *Tsimshian (Tribe)

Written in simple prose, the story tells how the Tsimshians near present-day Prince Rupert, Canada, first happened to meet the Whitemen. Sope and a group of Tsimshian men are hauling in their fishing canoe when they sight a sailing ship. All the men flee in fear except Sope who is tied to the canoe. The Whitemen row ashore in rowboats. When they offer Sope bars of soap as a gesture of friendship, he thinks they are saying his name. He laughs and calls back his frightened friends to meet the new arrivals. The story is presented in large print with illustrations on each page. (SB)

ED 173 048 RC 011 540

Owings, Jeffrey A. Nelson, Clifford L.

FFA Leaders: Personality and Leadership Style.

Pub Date-2 Dec 77

Note-29p.; Paper presented at the National Agricultural Education Research Meeting (Atlantic City, New Jersey, December 2, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Rating Scales, *Individual Characteristics, *Leadership Qualities, National Organizations, Personality Assessment, *Personality Studies, *Rural Youth, Youth Clubs, *Youth Leaders

Identifiers-*Future Farmers of America

Leadership training and recognition of leadership skills have been a cornerstone of the Future Farmers of America (FFA) since its inception. To determine if certain personality characteristics are associated with individuals who hold leadership positions and if the level of leadership reflects particular personality traits, 147 FFA chapter and state officers from across the United States who attended leadership conferences at the National FFA Center in Alexandria, Virginia, during the summer of 1976 were sampled. The Myers-Briggs Type Indicator was utilized to assess personality traits of the FFA officers and describe the behavioral correlates associated with each dimension of personality based on Jung's Typology. Results indicated that FFA officers are more often classified as: (1) extroverted rather than introverted preferring public contact and dealings with people over paper work; (2) sensing rather than intuitive accomplishing immediate tasks with attention to detail and routine; (3) feeling rather than thinking using tact when handling people; and (4) judging rather than perceptive working well within a structured system. An FFA chapter officer differed from a state president in only the sensing-intuitive dimension; 74% of chapter officers were classified as sensing as compared with 50% of state presidents. The information gained should be considered in improvement FFA leadership training programs and advisement functions. (NEC)

ED 173 049 RC 011 541

Siddiqui, Kalim A. And Others

Design Considerations for Construction of Rural Primary Schools.

Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Apr 77
Note-110p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Air Flow, Architectural Character, Architectural Elements, Building Design, *Building Materials, Building Plans, *Climatic Factors, Educational Facilities, Facility Planning, Geographic Location, Interior Space, *Primary Education, Rural Areas, Rural Education, *Rural Schools, School Buildings, *School Design, Site Analysis, Space Utilization, *Thermal Environment
Identifiers-*Pakistan, Topography

Widely differing local conditions, increased community participation in education, more lifelong education, and decentralization of schools are factors which should affect the architecture of rural primary schools in Pakistan. Also significant are the results of a 1977 survey which indicate that building quality is unrelated to school attendance and that regardless of building availability most instruction occurs outside or in rustic sheds. These factors lead to a new basis of rural school building design which accomodates exterior spaces for school activities and reduces the use of inside closed space to storage or protection from inclement weather. A standardized one-room school building, modified for local climate, thermal conditions, building materials, and construction methods can provide adequate educational space for rural boys', girls', and coeducational schools. This lockable storage/office building, a shed structure, a boundary wall, and essential furnishings can be provided for approximately 1/8 the amount currently being expended for unused school buildings. The building should be sited so as to maximize available sunlight and prevailing winds. The detailed appendices use maps, charts, and architectural illustrations to present a climatic analysis of Pakistan, materials and structural requirements of different construction methods and designs, and architectural guidelines for various climates. (SB)

ED 173 050 RC 011 542

Higgs, John, Ed. Mbithi, Philip, Ed.

Learning and Living. Education for Rural Families in Developing Countries.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date-77
Note-72p.
Available from-UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (ISBN 92-5-100462-5, $4.00)
Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Adult Education, Agriculture, Case Studies, *Change Agents, *Developing Nations, *Experiential Learning, Family Life, *Human Resources, Needs Assessment, Nonformal Education, Rural Areas, Rural Development, *Rural Family, School Community Relationship, Teaching Techniques, Technical Assistance, World Problems
Identifiers-Third World

Education for rural areas must go far beyond the concept of formal schooling; it must become a system of learning arrangements in which the learner, in response to his environment, is the chief agent of his learning. There is no single model or educational approach; programs must be adapted to the varying circumstance or situations. When providing learning arrangements, change agents should consider four points: (1) a leading role will be played by local people; (2) assistance is more likely to work if it is in response to an initiative from the people; (3) external assistance should aim at strengthening institutions within the community; and (4) resources should be those of the community and external ones supplementary or enabling. Change agents must work ``with'' rather than ``for'' the people. All too often formal education prepares students for an urban environment and does not meet rural needs. Teachers must make education appropriate to their students' environment. Schools and school teachers must become more involved with education outside the classroom, including adult education, project specific education, community health education, family life education, and nutrition education, all of which contain ample opportunity to learn by doing. The most precious and under-used resource in the Third World is the human one. The great masses of people can be used to help themselves and become teachers to others as well. (DS)

ED 173 051 RC 011 544

Boudreaux, Ernest

Indian Career Education: The Mississippi Choctaw Experience.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-May 79
Note-8p.
Journal Cit-BIA Education Research Bulletin; v7 n2 May 1979
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, *American Indians, *Career Awareness, Career Choice, *Career Education, Career Opportunities, *Counseling, Elementary Secondary Education, *High School Students, Occupational Choice, Reservations (Indian), Resource Centers, Role Models, Rural Education, Tribes
Identifiers-Bureau of Indian Affairs, *Choctaw (Tribe), Mississippi

The Choctaw Career Education Program, established in 1975 to serve grades K-12 in six BIA-operated Choctaw schools, is an attempt to provide a long-term solution to the problem of limited occupational and career choices for Mississippi Choctaw students. The two-component program is supported by a Career Resource Center. The K-8 component develops self- and career awareness at the elementary grades and explores various career clusters at the junior high level. Aided by two career curriculum specialists, teachers have integrated career education into nearly every elementary and junior high class. Generally, teachers at that level have a positive view of career education and of the program. The high school component consists of career counseling for students, especially upperclassmen, several times per year. Counseling deals with self-concept, values clarification, objective decision making, and goal formulation. Despite many problems, the program is accomplishing its aims. Noticeable impact is expected in the next three to six years. However, the program cannot compensate for poor academic preparation or lack of academic skills. Therefore, Indian education should be culturally pluralistic so that Indian students can function in both cultures. School curriculum should be measurable and learning for the ``real world'' should be essential in secondary education. (SB)

ED 173 052 RC 011 545

Klinekole, Ruth V.

Indian Students' Problems in Boarding Schools.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-May 79
Note-14p.; Not available in paper copy due to marginal legibility
Journal Cit-BIA Education Research Bulletin; v7 n2 p16-25 May 1979
Pub Type- Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *American Indian Education, *American Indians, Anxiety, *Boarding Schools, Counseling, *Cultural Isolation, Culture Conflict, Depression (Psychology), Dropouts, Peer Influence, Self Concept, Student Adjustment, *Student Attitudes, *Student Problems, Students, Student School Relationship
Identifiers-Bureau of Indian Affairs

Indian students who have withdrawn from public schools for various reasons may receive alternative education at Bureau of Indian Affairs (BIA) Boarding Schools, but they may also face academic, environmental, and personal problems. Attending a boarding school involves a radical culture break. Students are often far from home, deprived of parental guidance, family support, and cultural reinforcement. BIA schools have historically discouraged the use of the students' native tongue. Students are plunged into a strange, faster-paced environment with confining rules and regulations. Often there is little counseling and many students feel no one cares about them. Peer pressure can be intense. The curriculum itself can be a problem in that many students are one to three years behind in academic skills even though they are of average or more intelligence. This contributes to a high dropout rate. As a result students become dependent upon this strange new system, its rewards, and its objectives. They exhibit depression, anxiety, and poor self-concept, and tend to abuse alcohol. Indian students can help alleviate the problems inherent in boarding school life by making and communicating openly with close friends at the school. Schools can help by aiding the transition to boarding school life. (SB)

ED 173 053 RC 011 548

Johnson, Edward C.

Walker River Paiutes: A Tribal History.

Walker River Paiute Tribe, Schurz, Nev.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-75

Note-201p.; For a related document, see RC 011 549

Available from-Walker River Paiute Tribe Publications, Education Resource Center, Walker River Paiute Tribe, Schurz, Nevada 89427 ($8.00)

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-Agricultural Production, American Indian Culture, *American Indians, Court Cases, Culture, *Culture Conflict, Federal Indian Relationship, Government Role, Instructional Materials, Land Settlement, Life Style, Racial Attitudes, *Reservations (Indian), Secondary Education, Treaties, *Tribes, *United States History

Identifiers-*American Indian History, Nevada, Reservation American Indians, *Walker River Paiute (Tribe)

The Northern Paiute people of Nevada's Walker Lake area were known as the Agai Diccutta (Trout Eaters); they called themselves the Numa, or the People. For as long as anyone could recall, they had lived in the area, catching the huge trout from the lake and harvesting the pinon nuts and other foods from the surrounding desert. In the 1820's the first contacts were made with the white intruders, and when gold was discovered in California in 1848, a large wave of white immigrants struck. Food and hunting sources were destroyed; the people were attacked by the intruders and the diseases they brought with them. By 1859 two reservations were set aside, one at Pyramid Lake and the other at Walker; but, within ten years the Nevada legislature was pushing Congress to open up this land to whites. The People tried to live peacefully on the reservation, but their attempts at farming were thwarted as white farmers diverted the irrigation water supplies. The Ghost Dances of 1870 and 1890 reflected the Indians' despair as they sought to implore God and the Dead to return and dispel the intruders. Efforts by whites continued to reduce or abolish the reservation, and finally in 1906 the People lost most of their reservation lands. By 1909 government policy sought the destruction of the People's culture. This history of the Walker Lake Paiute, told from their point of view, continues to 1974 as it documents the People's struggles to regain lost lands, retain their culture, and establish the rights so long denied them. (DS)

ED 173 054 RC 011 549

A Workbook for Walker River Paiutes: A Tribal History.

Walker River Paiute Tribe, Schurz, Nev.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-77

Note-34p.; For related document, see RC 011 548

Available from-Walker River Paiute Tribe Publications, Education Resource Center, Walker River Paiute Tribe, Schurz, Nevada 89427 ($2.00)

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-Agricultural Production, American Indian Culture, *American Indians, *Culture Conflict, Federal Indian Relationship, Government Role, Instructional Materials, *Learning Activities, Life Style, Reservations (Indian), Treaties, *Tribes, *United States History

Identifiers-*American Indian History, Nevada, Reservation American Indians, *Walker River Paiute (Tribe)

Intended to complement the text Walker River Paiutes: A Tribal History'', this student workbook, like the text, emphasizes the details of Walker River history from the People's point of view. The exercises, coordinated to the chapters of the book, are designed to measure and improve the student's understanding of the material. Some exercises reinforce basic skills: reading proficiency, vocabulary, content retention, and the ability to use maps, graphs and charts. Other exercises asks students to question their assumptions, draw conclusions from their reading, and explore other sources to expand their knowledge. Attention is devoted to learning how to recognize bias and prejudice in an account and how the author's choice of words can indicate his attitudes. The format includes questions and answers, fill-in-the-blanks, matching exercises, word puzzles, games, and lists of class projects and discussion topics. (Author/DS)

ED 173 055 RC 011 550

Benham, William J.

A Contemporary Approach to American Indian Education.

Pub Date-Feb 78

Note-43p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *American Indian Education, Biculturalism, Bilingualism, Educational Disadvantagement, Educational Legislation, Educational Needs, *Educational Philosophy, *Educational Policy, Equal Education, Family School Relationship, Federal Indian Relationship, Government Role, *Participation, Planning, School Community Relationship, Self Concept, *Self Determination

Identifiers-Bureau of Indian Affairs, Cultural Contributions, *Indian Controlled Schools, Office of Indian Education Programs

The exigencies of contemporary native American education require a thorough review. Issues considered in establishing a viable conceptual framework are Indian control of education, role of the Bureau of Indian Affairs and Office of Indian Education, application of federal programs and appropriations, characteristics of the new generation of Indians, inclusion of Indian culture in the curriculum, utilization of public schools, newly recognized Indians, relationship to American education, and student needs and enrollments. Dimensions critical to developing a broader approach to Indian education are family and home, tribal culture, government, religion, economic-commercial, media, health, welfare, museums, justice-correctional, time, and educational agencies. Policies that could change the direction of education call for inclusion of all schools, Indian self determination, quality education, shared responsibility and involvement, and technical assistance. Practical applications include construction priorities, changes in the quality and quantity of information reflecting Indian education, strategies for improving school holding power, full utilization of school facilities, and educational evaluation. Conclusions indicate that schools providing educational services can no longer be isolated from Indian or American life, educational leaders must possess a new toleration and flexibility, BIA Indian Education has a new advocacy role, and Indian control of schools is becoming a reality. (NEC)

ED 173 056 RC 011 551

Christmas, Peter

Wejkwapniaq (Coming of the Dawn).

Micmac Association of Cultural Studies, Nova Scotia (Canada).

Pub Date-77

Note-40p.

Available from-Micmac Association of Cultural Studies, Box 961, Sydney, Nova Scotia, B1P 6J4 Canada ($3.00; discount on quantity orders)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-American Indian Languages, *Canada Natives, Clothing, Continuous Learning, Cultural Awareness, *Cultural Background, *Elementary Education, *Ethnic Origins, *Folk Culture, Food, Governance, *Instructional Materials, Language Enrichment, Religion, Time

Identifiers-Algonquian (Language), Hunting, Micmac (Language), *Micmac (Tribe), New Brunswick, Nova Scotia, Prince Edward Island

Just as the Micmac word wejkwapniaq'' may be interpreted in several ways, the title of this compilation of fact, folklore, and history of the Micmac people can be interpreted to mean The Dawn of Nova Scotia History'' or The Coming of New and Bad Things for the Micmac''. This teacher's guide provides information on the land occupied by these native Canadians, their political structure and role and qualities of tribal chiefs, education, religion, and language. Aspects of Micmac education detailed are: implement making (bows and arrows, lances, cradles, canoes, snowshoes); medical and first aid practices; methods of fishing, hunting, and trailblazing; preparation of food, clothing, and shelter; and how to tell time by observing natural events. Language information explains how the Micmacs formed place names and lists names of manufactured objects, seasons and months of the year, animals, and spiritual words. A twenty question test, seven classroom projects, and a bibliography are included. Appendices provide maps showing where Micmac reserve bands are located in Nova Scotia, New Brunswick, Quebec, and Prince Edward Island. (NEC)

ED 173 057 RC 011 555

Acadia: A Working Manual.

Project Adventure, Hamilton, Mass.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-78
Note-26p.; Best copy available
Available from-Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($.60)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives, Biological Sciences, *Ecology, Educational Games, Environmental Education, *Experiential Learning, Field Trips, Grade 10, *High School Students, Interdisciplinary Approach, *Learning Activities, Observation, *Outdoor Education, *Physical Education, Secondary Education, Validated Programs
Identifiers-Acadia National Park, National Diffusion Network Programs, *Project Adventure

The workbook of field ecology is for use by high school science students participating in two and one-half day weekend trips to Acadia National Park, Maine, as part of Project Adventure, an interdisciplinary program aimed at educating the whole student through experienced-based learning in academics and a physical education program in the outdoors. Physical education activities during the weekend include hiking, rappeling, and cliff climbing. Academic activities rely heavily on observation and include the study of water, dams, fallen trees, beaver huts, rock slides, vegetation, ecological relationships, local history, seaweed, sand, animal life, ponds, and shoreline. A scavenger hunt is included which encompasses all aspects of the Park. Introductory material includes charts, maps, history of the area, and vocabulary. There is a follow-up exercise concerning student reaction to the weekend. The availability of additional information on Project Adventure is noted on the cover sheet. (SB)

Colonial Life. A Visit in Which the Students Meet History, Each Other, and the Community.

Project Adventure, Hamilton, Mass.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-78
Note-20p.; Best copy available
Available from-Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Objectives, *Colonial History (United States), *Community Involvement, Community Resources, Curriculum Development, *Experiential Learning, Field Trips, Grade 10, Grading, Group Activities, High School Students, *Interdisciplinary Approach, Learning Activities, Local History, *Outdoor Education, Secondary Education, Self Concept, Social Development, Social Studies, Student Evaluation, Teacher Role, Validated Programs
Identifiers-Adventure Education, Community Studies, Massachusetts (Salem), National Diffusion Network Programs, *Project Adventure

As part of Project Adventure, a specific unit within a 12-week Colonial History course taught at a Massachusetts high school was designed to: involve students with each other, their community, and local history; add a significant social and experiential dimension to the course; use a unique system of student evaluation and grading; and be reasonably handled by a busy teacher. Teaching the unit involved (1) contacting community resources; (2) writing detailed group assignments; (3) carefully selecting small student groups from divergent social groups; (4) managing the program in class one day per week; and (5) conducting a final all-day field trip. Student evaluation was based primarily on written and oral group reports and on individual quiz performance. Student response to a questionnaire and written opinions of their own efforts and those of others in their group were also considered. Teacher evaluation of the program and elements essential for its success are noted. The appendix contains one-page student assignments focusing on the historical aspects of local cemeteries, churches, and houses; early migration from Massachusetts; Indians of the area; and the seagoing history of Salem, Massachusetts. A cover sheet notes the availability of Project Adventure materials. (SB)

ED 173 059 RC 011 557

Fersch, Ellsworth Smith, Mary

Final Quantitative Evaluation for 1971-72 Year I.

Project Adventure, Hamilton, Mass.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-78

Note-21p.; Not available in hardcopy due to poor print quality of original document; For related document, see RC 011 558

Available from-Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($.50)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, Educational Environment, *Experiential Learning, Females, Grade 10, High School Students, *Interdisciplinary Approach, Males, *Outdoor Education, *Physical Education, Program Evaluation, Science Curriculum, Secondary Education, *Self Concept, Self Esteem, *Sex Differences, Social Studies, Validated Programs

Identifiers-Adventure Education, Massachusetts, National Diffusion Network Programs, *Project Adventure, Rotter Internal External Locus of Control Scale, Tennessee Self Concept Scale

Project Adventure, an innovative educational program combining experiential learning in academics with a rigorous physical education curriculum at the high school level, was successful in its first year (1971-72). Project staff attempted to: develop and teach the physical education component; involve students and faculty in experiential dimensions of the existing science and social science curriculum; and develop student self-confidence. Six quantitative pre- and post-tests were given to the 224 participating high school sophomores (120 males, 104 females). Both boys and girls significantly improved their performance on virtually all physical education tests and generally increased their self-concept. Girls showed significant gains in self-concept. Contrary to expectations, no group significantly changed their perceptions of their physical selves. Also unexpectedly, girls in the program performed as well as boys despite the outdoor orientation and emphasis on materials usually associated with boys. At the end of the year participating students reported greater self-confidence (especially due to the physical education component), perception of less external control, and more activity both in and out of class. Recommendations included continuation of the program and periodic evaluation. The cover sheet notes availability of Project Adventure materials. (SB)

ED 173 060 RC 011 558

Fersch, Ellsworth Smith, Mary

Final Quantitative Evaluation for 1972-73 Year II.

Project Adventure, Hamilton, Mass.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-78

Note-27p.; Not available in hard copy due to poor print quality of original document; For related document, see RC 011 557

Available from-Project Adventure, Box 157, Hamilton, Massachusetts 01936 ($.50)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, Comparative Analysis, Educational Environment, *Experiential Learning, Females, Grade 10, High School Students, *Interdisciplinary Approach, Males, *Outdoor Education, *Physical Education, Program Evaluation, Secondary Education, *Self Concept, Self Esteem, *Sex Differences, Validated Programs

Identifiers-Adventure Education, Massachusetts, National Diffusion Network Programs, *Project Adventure, Rotter Internal External Locus of Control Scale, Tennessee Self Concept Scale

High school sophomores participating in the second year of Project Adventure, an educational program expanded to include community service, experiential learning, and a rigorous physical education program, showed improvements in physical ability and self-concept consistent with improvements shown by students in the program's first year. Quantitative evaluation of the physical education component involved administration of six pre- and post-tests to 231 tenth grade students at Hamilton-Wenham Regional High School in Massachusetts. One instrument was discarded and one revised. The other four were the same tests used the previous year. As in the first year, both sexes demonstrated improved physical ability and girls showed a significant improvement in self-concept. The favorable response of girls to the outdoor physical education program seemed to influence their self perceptions directly. Boys became more active in class discussions, as had the girls the year before. Boys' and girls' concepts of the school climate improved. Qualitative evaluation (community response, parental opinion, student comment) was also positive. Data from the third year is needed to assess the project's contribution to the school as a whole. Availability of project materials is noted on the cover sheet. (SB)

ED 173 061 RC 011 559

Mookherjee, Harsha N., Ed.

Rural Sociology in the South, 1977. Proceedings of 1977 Annual Meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section (Atlanta, Georgia, February 6-9, 1977).

Southern Association of Agricultural Scientists. Rural Sociology Section.

Spons Agency-Tennessee Technological Univ., Cookeville.

Pub Date-Feb 77

Note-518p.; For related document, see ED 164 163 ; Parts may be marginally legible due to light print

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-American Indians, *Area Studies, Career Planning, Citizen Participation, Community Attitudes, Conference Reports, *Environmental Influences, Health Services, Mental Health, Mexican Americans, Policy Formation, Population Trends, Program Evaluation, Quality of Life, Recreation, *Rural Areas, *Rural Development, Rural Education, Rural Population, Social Change, *Southern States, Unemployment

Identifiers-*Rural Sociology, *Southern Association of Agriculture Scientists, Status Attainment

Rural Sociology: A Field of Basic and Applied Research'' was the theme of the 1977 annual meeting. Participants at the convention heard 50 reports in 14 sessions, as well as five special panels and two special sessions. Most of the papers, research reports and essays presented in the sessions are included in this document and serve as the meeting proceedings. The 44 papers are organized into twelve sections. Section One on population has three papers; Section Two, dealing with quality of life, contains four papers. The third section has two papers on occupations and in the fourth section are seven papers on aspects of education in the rural South. In Section Five are four papers regarding status attainment research; two papers on mental health are in Section Six. Section Seven contains four papers on policy research. Rural Development and Social Change'' is the title of Section Eight which contains six papers. The ninth section has three papers on evaluation of rural development programs and the tenth section has three on environment and recreation. Three papers in Section Eleven treat rural health care services. The Pot Pourri'' section has three papers bearing the titles of Attitudes Toward Local Police: A New Look at the Racial Variable''; Misinformation: A Basic Problem for Community Correction Agencies''; and Comparative Organizational Properties and Interdependence in Interorganizational Dyads''. Appendices list meeting participants and the 1977 program of the Rural Sociology Section. (DS)

ED 173 082 RC 011 568

Railton, Esther P., Ed. Railton, Edward, Ed.
Hawaii: Lava or Leave It.
California State Univ., Hayward.
Pub Date-76
Note-75p.; Not available in hard copy due to poor print quality; Developed for a teacher education course, Field Study in Environmental Education, at California State University
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Astronomy, Camping, Cultural Awareness, Earth Science, *Ecology, Elementary Secondary Education, *Environmental Education, Experiential Learning, Handicrafts, *Learning Activities, Objectives, *Outdoor Education, Plant Identification, Resident Camp Programs, Solar Radiation, *Teaching Methods, *Water Resources
Identifiers-Experiential Education, *Hawaii, Hawaii Outdoor Education Center

In cooperation with the Hawaii 2000 Outdoor Education Center, a summer ecology course for teachers on the Island of Hawaii developed and conducted an environmental school in Hawaiian outdoor education for 18 children between the ages of 9 and 13. Thirteen teachers enrolled in a California State University field course in environmental education worked with the Hawaii 2000 group in setting up the course, conducting it, and at its conclusion, in compiling a curriculum guide for Hawaiian outdoor education. The course outline and requirements, teacher preparation, directions for class projects, timetable, evaluation methods, and supply and equipment lists were all included in the guide. The resident camping experience featured projects centered around three major topic areas: sun and sky, water, and land. The sun and sky classes included construction of a solar oven and sun clock, ozalid printing, and pinhole photography. In the water segment of the course, students learned how to snorkel, aquatic safety rules, adaptation techniques of marine animals to the rocky shore, and how to collect and press algae. The land activities included hiking, first aid, sing-alongs, non-utensil outdoor cooking, sand casting, sand painting, Japanese fish printing, and tie-dying. Although projects outlined in this guide are geared toward an Hawaiian setting, use of this document could carry over to Mainland outdoor education classes as well. (DS)

ED 173 063 SE 025 304

Crawley, Frank E.

Attitude Formation in Introductory Science Courses: An Application of Dissonance Theory.

Pub Date-78
Note-8p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Tests, Behavior, *Cognitive Processes, *College Science, Educational Research, Negative Attitudes, *Perception, Science Education, Science Instruction, *Student Attitudes

This paper describes the results and implications of an investigation, based on dissonance theory, into attitude formation in introductory college science courses. The results of the study show that students who learned in ways they preferred registered a more positive attitude toward the course than did those who learned in ways they did not prefer. Course preference was not found to be related to achievement. Dissonance is experienced by students enrolled in a course in which they feel unsuccessful. Acquiring a negative attitude toward the course represents a natural move on a student's part to reduce dissonance by reducing the importance of achievement in the course. The paper adds that when students are provided with instructional experiences compatible with the manner in which they prefer to learn, dissonance is reduced, and course attitude is improved as the negative effects of achievement are somewhat counterbalanced. (GA)

ED 173 064 SE 025 890

The Growth of Mathematical Ideas, Grades K-12: Twenty-Fourth Yearbook, National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-59
Note-517p.; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Development, Creative Thinking, *Curriculum, Educational Psychology, Elementary Secondary Education, *Instruction, *Mathematics Education, Measurement, Number Concepts, Probability, *Problem Solving, Statistics, Teaching Techniques, *Yearbooks
Identifiers-Functions (Mathematics), *National Council of Teachers of Mathematics

This yearbook is intended to be primarily a highlighting of the essential elements of those basic mathematical understandings which should be continually developed and extended throughout the entire mathematics curriculum. An attempt is also made to illustrate training in mathematical modes of thought, sometimes labeled problem solving or creative thinking. A second objective is to define and illustrate some classroom procedures and their psychological bases, which are appropriate for all levels of instruction. The third objective is to assist teachers and supervisors in extending and applying the ideas of the book in their own situations. Chapter topics include number and operations, relations and functions, proof, measurement and approximation, probability, statistics, language and symbolism, modes of thought, implications of the psychology of learning for the teaching of mathematics, and promoting the continuous growth of mathematical concepts. (MP)

Gasaway, Carl, Comp. Ervin, Cliff, Comp.
The Illinois Model for Consulting Linkage Skills Training.
Illinois State Office of Education, Springfield.
Pub Date-Aug 78
Note-187p.; Paper presented at the National Dissemination Forum (Arlington, Virginia, August, 1978); Best copy available
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Clinic Personnel (School), *Consultants, *Diffusion, *Educational Programs, Evaluation Guides, *Information Dissemination, Inservice Education, Models, *Resource Teachers, Trainers, Training
Identifiers-Illinois

Materials are presented which were used for a consulting/linkage skills training program. The program is divided into three phases. In phase one, various training techniques such as presentations, case studies, role-playing, and simulations are used to lead the participants through a series of knowledge-increasing and skill-enhancing activities. In phase two, trainers dealt with the topics of problem solving, conflict management/utilization, and power/influence. The skill areas focused on during the phase three training are implementation, evaluation, diffusion and dissemination. (Author/BB)

ED 173 066 SE 026 846

McAfee, Naomi J.

Women in Engineering Revisited.

Pub Date-78

Note-10p.; Not available in hard copy due to copyright restrictions; Contains occasional marginal legibility ; Paper presented at the Annual Meeting of the New York Academy of Sciences (New York, New York, March 6-8, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Choice, *Career Opportunities, *Engineering, Equal Opportunities (Jobs), *Females, *Professional Occupations, Science Education, Sex Discrimination, Womens Education

Engineering as a profession for women is examined. Although 1.0% of the engineering population is presently female, undergraduate enrollment has been increasing steadily since 1970. Some universities today have women representing 10-15% of their engineering enrollment. Beginning salaries are higher for female engineers than for male engineers, but there is controversy as to what happens after the first job. Initially women have the job advantage, but once employed, the promotions come more slowly and salaries are lower on the average. (Author/MA)

ED 173 067 SE 026 852

Ainley, John G.

The Australian Science Facilities Program: A Study of Its Influence on Science Education in Australian Schools.

Australian Council for Educational Research, Hawthorn.

Pub Date-78

Note-300p.; Contains occasional light type; Not available in hard copy due to copyright restrictions

Available from-The Australian Council for Educational Research Ltd., P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($A14.00)

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Educational Research, Educational Resources, *Elementary Secondary Education, *Laboratory Equipment, National Surveys, *Program Evaluation, *Science Education, Science Equipment, *Science Facilities, Teaching Methods

This report is a study conducted by the Australian Council for Educational Research to evaluate the influence of science material resources, provided under the Australian Science Facilities Program, on science education in Australia. Under the Australian Science Facilities Program some $123 million was spent, between July 1964 and June 1975, on laboratories and apparatus in both government and non-government schools. The study is based on the examination of three levels of impact of the program: (1) the impact of the program on the standard of science facilities in schools of different types; (2) the influence on the standard of resources on the quality of science teaching; and (3) the effects of better resources and different teaching methods in student achievement. In addition, an exhaustive examination of the administration of the program is reported. The report shows that while there was a general improvement in the standard of resources for science teaching over the period of the program, some schools with inadequate facilities remain. Questionnaires used in the study and a list of references are also included. (Author/HM)

ED 173 068 SE 026 953

Curriculum Manual, Level 07. 1977-1978 (Revised).

New York City Board of Education, Brooklyn, N.Y.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-271p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Basic Skills, *Curriculum Guides, Enrichment Programs, *Instructional Materials, Junior High Schools, *Mathematics Curriculum, *Mathematics Instruction, Remedial Mathematics, Secondary Education, *Secondary School Mathematics
Identifiers-Instructional Support Systems, *New York City Board of Education

This curriculum guide for junior high mathematics teachers was developed to meet the diverse needs of students in School District 18 in the City of New York. Three different modules and sequences are presented. The first module contains instructional objectives which are necessary for life-related activities. The second module develops basic concepts and skills and the third offers additional mathematical enrichment. Teachers evaluate the mastery of the objectives by using teacher-generated tests. The time required to complete each module should be dependent on the needs of each class and the judgements of the individual teachers. (SA)

ED 173 069 SE 027 524

Schultz, James E. And Others

A Comparison of Alternatives and an Implementation of a Program in the Mathematics Preparation of Elementary School Teachers. Final Report.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 79
Grant-NSF-SER-76-17475-A-01
Note-92p.; Appendices marginally legible due to small, light and broken type
Available from-Department of Mathematics, The Ohio State University, Columbus, Ohio 43210 (free while supply lasts)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Elementary School Mathematics, Elementary School Teachers, *Mathematics, Mathematics Curriculum, Mathematics Education, Program Development, *Program Evaluation, *Teacher Education, *Teacher Education Curriculum, Teacher Programs
Identifiers-*National Science Foundation

In order to develop a model mathematics preparation program for elementary teachers, faculty were drawn together from the Departments of Mathematics and Mathematics Education at The Ohio State University and representatives from the Columbus Public Schools. This two-year project involved 95 students, primarily freshman and sophomore women, who had demonstrated competency in high school mathematics. Following the completion of the program, several recommendations were presented. The project staff and consultants generally felt: (1) that study in instruction and math content should be coordinated; (2) that programs in preparing teachers to teach math should be upgraded by consulting mathematics faculties, education faculties, and public school personnel; (3) that school experience should be included in the coordinated content-methods instruction; and (4) programs in teacher training in mathematics should contain at least two mathematics courses. (SA)

ED 173 070 SE 027 593

Volz, Richard A. And Others

Computer Instructional Aids for Undergraduate Control Education. 1978 Edition.

Michigan Univ., Ann Arbor. Dept. of Electrical and Computer Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 78
Note-412p.; For related document, see ED 089 707; Marginally legible
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (on loan)
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Computer Graphics, Computer Programs, Engineering, *Engineering Education, *Engineering Graphics, Higher Education, Interaction, *Projects, Simulation, Time Sharing, Undergraduate Study
Identifiers-Automatic Control, *Computer Aided Design, National Science Foundation, Time Shared Automatic Control Laboratory

This work represents the development of computer tools for undergraduate students. Emphasis is on automatic control theory using hybrid and digital computation. The routine calculations of control system analysis are presented as students would use them on the University of Michigan's central digital computer and the time-shared graphic terminals such as Computek, Tektronix 4002 or 4010. Root locus frequency response and time response are given. The hybrid computation system is time-shared by five terminals, each of which independently examines a variety of problems which may be last in the framework of the general system. (Author/SA)

Ball, Daniel W.

ESS/Special Education Teacher's Guide.

Pub Date-78
Note-122p.
Available from-McGraw-Hill Book Co., Mid Continent Distributors Center, Manchester Rd., Manchester, Missouri 63011 ($7.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Learning Disabilities, Mainstreaming, Mentally Handicapped, *Perceptual Development, *Perceptually Handicapped, *Psychomotor Skills, Science Activities, Science Course Improvement Project, *Science Education, *Special Education
Identifiers-Elementary Science Study

This teacher's guide provides Elementary Science Study (ESS) units that can be used with students in grades 1-12 in special education programs. The ESS units represent an interdisciplinary approach to learning and emphasize "hands-on" activities. Activities include Mirror Cards, Pattern Blocks, Clay Boats, Mapping, Earthworms, and Structures. Each activity provides overview, objectives, methods, time required, and ordering information. The 28 evaluation checklists, one for each activity, can be reproduced for classroom use. A distribution chart indicates the grade level and specific disability capable of using each ESS unit. (MA)

ED 173 072 SE 027 730

Coon, Herbert L. Bowman, Mary Lynne

Energy Activities for the Classroom: Volume II.

ERIC Information Analysis Center for Science, Mathematics, and
Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-165p.; For related document, see ED 130 833
Available from-Information Reference Center (ERIC/IRC), The Ohio State
University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Class Activities, Economics, *Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Fine Arts, Fuel Consumption, Fuels, History, *Instructional Materials, Language Arts, Mathematics Education, *Science Education, Science Materials, Scientific Concepts, Social Studies, Technology
Identifiers-*Energy Education, Information Analysis Products

This resource book contains descriptions of over 100 classroom activities designed to illustrate concepts relating to energy, its production, characteristics, use, and conservations. Each activity integrates the energy lesson into a concept that relates to one or more subject areas common to public school curricula. Many of the activities included in the document were developed by public school teachers. In addition to teaching activities, an annotated bibliography of energy teaching resources available from ERIC is provided. (RE)

ED 173 073 SE 027 771

Solar Energy Education Packet for Elementary & Secondary Students. Revised Edition.

Center for Renewable Resources, Washington, D.C.
Pub Date-Mar 79
Note-59p.
Available from-Center for Renewable Resources, 1028 Connecticut Ave., N.W., Washington, D.C. 20036 (no price quoted)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Activity Units, Annotated Bibliographies, Curriculum Development, Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, *Instructional Materials, Interdisciplinary Approach, Science Education, *Solar Radiation, Technology
Identifiers-Energy Education, Solar Energy

The arrangement of this packet is essentially evolutionary, with a conscious effort to alternate reading assignments, activities and experiments. It begins with solar energy facts and terminology as background to introduce the reader to basic concepts. It progresses into a discussion of passive solar systems. This is followed by several projects about active solar systems, basically aimed at high school students. Energy conservation is also introduced. For those interested in further solar energy study, a bibliography is given at the end. (Author/MR)

ED 173 074 SE 027 799

McKnight, Curtis C.

Acceleration vs. Sophistication in Mathematics: An Either/Or Case? Development Report Number 2.

Illinois Univ., Urbana. Curriculum Lab.
Pub Date-Feb 79
Note-35p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, *Curriculum Development, Educational Research, *Gifted, Mathematics Curriculum, *Mathematics Education, *Models, Secondary Education, Secondary School Mathematics

This document discusses the importance of acceleration vs. sophistication in mathematics programs and curricula for gifted students. The discussion proceeds through three steps. First, an attempt is made to model how various kinds of gifted students interact with three dimensions of the curriculum. These dimensions are acceleration, sophistication (depth), and enrichment (breadth). Second, a description is given of the way in which one program has tried to respond to this model. This program is the mathematics program for gifted students at the University High School, the laboratory school of the University of Illinois. Finally, an attempt is made to draw a few conclusions and practical guidelines for dealing with gifted students. (HM)

ED 173 075 SE 027 812

Iozzi, Louis A. And Others

The Socio-Scientific Reasoning Model: Past, Present and Future.

Pub Date-Mar 79

Note-27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, *Decision Making, Educational Philosophy, Educational Research, *Ethical Values, *Models, *Moral Values, Science Education, Values

Identifiers-Research Reports

The socio-scientific reasoning model is described. This model is the incorporation of the hypothetico-deductive mode of problem solving with the social and moral or ethical concerns of decision making. It has served as a guide in the development of a series of educational materials to help students advance to higher levels of thinking and reasoning capabilities. Application of the socio-scientific reasoning model centers on identifying those learning experiences important for assisting students to become more effective and capable decision makers and problem solvers in a highly scientific and technological world. The model should also prove to be useful in helping curriculum developers determine the types and complexity of activities appropriate for students at differing grade levels, with differing abilities, and with differing learning needs and requirements. (Author/BB)

ED 173 076 SE 027 813

Cheu, Janey And Others

The Socio-Scientific Reasoning Model: Instruments for Evaluation.

Pub Date-Mar 79

Note-12p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, *Environmental Education, *Ethical Values, *Measurement Instruments, Moral Values, Science Education, *Social Problems, *Student Attitudes, *Technology, Values

Identifiers-Research Reports

The Environmental Issues Test (EIT) is an instrument designed to assess moral and ethical reasoning within a scientific or technological context. It is comprised of five dilemma stories each of which highlights an environmental issue and the moral conflicts inherent in that issue. Following each dilemma story is a series of 12 issues statements, each keyed to a specific moral reasoning stage as defined by Kohlberg. Respondents are asked to assign a priority rating to each statement in terms of its relative degree of importance in making a particular decision. The evaluation of the EIT and the development of a similar test for younger students is described. (BB)

ED 173 077 SE 027 814

Henkin, Gayle And Others

An Evaluation of Curriculum Materials Based Upon the Socio-Scientific Reasoning Model.

Pub Date-Mar 79

Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Evaluation, *Educational Research, *Environmental Education, *Models, Science Education, Secondary Education, *Social Science Research

Identifiers-Research Reports

To address the need to develop a scientifically literate citizenry, the socio-scientific reasoning model was created to guide curriculum development. Goals of this developmental approach include increasing: (1) students' skills in dealing with problems containing multiple interacting variables; (2) students' decision-making skills incorporating a wide social perspective; and (3) critical thinking skills in the evaluation of consequences and implications of decisions. Secondary school students (grades 7-12, from both public and private sectors) enrolled in courses in chemistry, earth science, biology, health, social sciences, and physics are currently participating in the field test and evaluation of these curriculum materials. Tests designed to evaluate knowledge, critical thinking, and moral/ethical reasoning have been administered to approximately 1,000 students. The experimental design for the field test is the non-equivalent comparison group design where experimental and control groups are pre-tested and post-tested. Mean scores of the experimental and control groups are compared using a t-test to determine if the experimental group achieved significant improvement in the cognitive and affective domains. Preliminary analysis of the data indicate that these curricula materials have the potential to affect development in both the cognitive and affective domains. (Author/BB)

Maul, June Paradise And Others

The Coastal Zone: Man and Nature. An Application of the Socio-Scientific Reasoning Model.

Pub Date-Mar 79

Note-17p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Contains occasional light and broken type; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Curriculum Evaluation, Decision Making, Educational Research, *Environmental Education, Models, *Petroleum Industry, Pollution, Science Education, *Simulation, *Water Pollution Control

Identifiers-Research Reports

The curriculum model described here has been designed by incorporating the socio-scientific reasoning model with a simulation design in an attempt to have students investigate the onshore impacts of Outer Continental Shelf (OCS) gas and oil development. The socio-scientific reasoning model incorporates a logical/physical reasoning component as defined by the Kohlbergian paradigm and a decision-making strategy based on the work of Dewey. The curriculum utilizes role playing, simulations, trend analysis, dilemma discussions, scenario writing, hypothesis generation and testing, problem solving, variable manipulation, and model building. An evaluation for the curriculum is described. Incorporated are tests of social/moral reasoning skills, critical thinking skills, and logical and physical reasoning skills. (BB)

ED 173 079 SE 027 816

Evans, David R., Ed.

Math Fluency Games. Ecuador Non-Formal Education Project. Technical Note No. 8.

Massachusetts Univ., Amherst. Center for International Education.; Ministry of Education, Quito (Ecuador).

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-74

Note-30p.; Not available in hard copy due to copyright restrictions

Available from-Ecuador Project, Hills House South, Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002 ($1.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Games, *Elementary School Mathematics, Elementary Secondary Education, Games, *Instructional Materials, *Mathematics Education, Mathematics Instruction, Motivation, Teaching Techniques

Identifiers-*Ecuador

This publication was developed by the Ecuador Nonformal Education Project, which is a joint project of the Ministry of Education in Ecuador and the Center for International Education at the University of Massachusetts. It presents ten mathematical fluency games designed to offer practice in the component skills necessary for performing arithmetic operations. This publication consists of two sections. The first section includes the rationale of the games. The second section includes the ten games. The format of all the games is the same and it includes the name of the game, name of developer, description, number of participants, subject matter, user level, materials, and process. (HM)

ED 173 080 SE 027 821

Chalupsky, Albert B. And Others

The Canadian Experience: Implications for Metric Conversion in Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-AIR-65500-6/78-FR

Pub Date-Jun 78

Contract-400-77-0033

Note-128p.; Contains occasional light type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Change, *Educational Strategies, Elementary Secondary Education, *Interviews, *Mathematics Education, *Measurement, *Metric System

Identifiers-*Canada

The findings of a study of metric conversion in Canada are reported, with special attention to its impact on education. Some 40 interviews with metric education leaders in 8 provinces, coupled with an extensive review of documents and correspondence with key individuals in metric conversion throughout Canada, served as the information source for this report. Information is provided on the history and current status of the Canadian Conversion Program, including an overview of the organization and accomplishments of Metric Commission Canada. The results of the study suggest that metric conversion presents an ideal opportunity to evaluate and overhaul the entire program of measurement instruction. (MP)

ED 173 081 SE 027 836

Sandman, Richard S.

Factors Related to Mathematics Anxiety in the Secondary School.

Pub Date-Apr 79

Note-15p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors--*Achievement, *Anxiety, *Attitudes, Classroom Environment, *Mathematics Education, Motivation, Secondary Education, *Secondary School Mathematics, *Sex Differences

Identifiers-*American Educational Research Association

This study indicates that eighth graders have higher mathematics anxiety than eleventh graders, and boys have higher mathematics anxiety than girls. Eighth-grade classes with high mathematics anxiety tend to have high motivation in mathematics, but tend to see mathematics as not very useful in society. Both grade levels show a positive relationship between class mathematics anxiety and both friction and favoritism in the classroom, and a negative relationship between class mathematics anxiety and both class mathematics achievement and the perceived difficulty of the class. (MP)

ED 173 082 SE 027 842

Investigating Your Environment: Teaching Materials for Environmental Education. October 1978 Edition.

Forest Service (DOA), Washington, D.C.

Pub Date-Oct 78

Note-137p.; For related document, see ED 135 656; Not available in hard copy due to marginal legibility of original document

Available from-U.S.D.A. Forest Service, P.O. Box 2417, Room 3233, Washington, D.C. 20013 (free)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Earth Science, *Environmental Education, Forestry, *Instructional Materials, Land Use, *Natural Resources, *Pollution, Science Education, *Secondary Education, Sociology, Soil Science, *Teaching Guides, Water Pollution Control, Wildlife Management

Included are seven lesson plans for secondary school students: (1) soil investigations; (2) water investigations; (3) forest investigations; (4) investigating some animals and their environment; (5) a land use simulation; (6) investigating the human community; and (7) developing environmental investigations. Each lesson plan has seven components: (1) suggestions for setting the stage; (2) individual or group activities; (3) task cards for activities; (4) charts and tables for data interpretation; (5) suggested questions and discussion points; (6) anticipated behavioral outcomes; and (7) a list of equipment needs. (RE)

ED 173 083 SE 027 860

Conference Highlights of the National Energy Education, Business and Labor Conference (Washington, D.C., January 15-17, 1979).

Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.; American Vocational Association, Washington, D.C.; Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Pub Date-79
Note-60p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conservation (Environment), Conservation Education, *Energy, *Energy Conservation, Environment, *Environmental Education, *Government Role, *Information Dissemination, Manpower Development, Natural Resources, Sciences, *Technological Advancement, Technology
Identifiers-*Energy Education

Included in this document are texts of speeches given at the conference. The speakers whose remarks appear are: (1) John F. O'Leary, Deputy Secretary of the Department of Energy; (2) Cecil D. Andrus, Secretary of Interior; (3) Julian M. Carroll, Governor of Kentucky; (4) Arnold Packer, Assistant Secretary, Department of Labor; and (5) James Schlesinger, Secretary of Energy. Topics include economic considerations, government plans and activities concerning energy, the interaction of energy production and environmental protection, environmental and energy awareness, energy policy interaction with labor policy, and the challenge of meeting the energy crisis successfully. (RE)

Smith, Gary R.
Building an Interstate Energy and Education Network: A Report on the Proceedings of the First Interstate Energy and Education Network Meeting, March 29 and 30, 1979.
Education Commission of the States, Denver, Colo.
Pub Date-Jun 79
Note-77p.; Contains light and broken type
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Objectives, Elementary Secondary Education, *Energy, *Energy Conservation, *Federal State Relationship, *Government Role, *Information Dissemination, *Interstate Programs, Public Policy
Identifiers-*Energy Education

This report highlights three major issues dealt with in the conference: (1) energy education; (2) energy conservation; and (3) interstate and interagency cooperation. An introduction section establishes a context for the meeting by explaining the history of the network concept. Another section provides a summary of the conference recommendations for the network. An evaluation of the proceedings and comments from participants are provided in a concluding section. An appendix includes agenda, small-group discussion topics, the text of the keynote address, and a list of attendees. (RE)

ED 173 085 SE 027 869

Murphy, Elaine And Others
Population Education: Sources and Resources. Revised Edition.
Population Reference Bureau, Inc., Washington, D.C.
Pub Date-May 79
Note-33p.; For related document, see ED 113 230; Contains occasional small print
Available from-Population Education Program, Population Reference Bureau, Inc., 1754 N Street, N.W., Washington, D.C. 20036 (no price quoted)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, College Instruction, Curriculum Guides, *Educational Resources, *Environmental Education, *Information Sources, Nonformal Education, *Population Education, *Population Trends, *Resource Guides, Secondary Education, World Problems

This document, designed for students and for teachers and community leaders developing population study programs, is divided into five sections. The first section lists over 80 titles of printed documents for students, teachers, and others. A second section is devoted to bibliographies, directories, and other resource guides on population information. A third section lists materials available from organizations concerned with population issues. A fourth section lists charts, posters, and games. The fifth section describes audiovisual aids dealing with population issues. Information is given with each entry indicating the appropriate education level for the resource (from junior high school through college and adult to advanced levels). Information on availability is provided with each entry. (RE)

ED 173 086 SE 027 871

Gillespie, Judith A.

An Energy Curriculum for the Elementary Grades. Unit I - Energy and You, Unit II - Energy and Your Community, Unit III - Energy in Action.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date-May 79

Grant-DOE-EW-78-G-45-0042

Note-519p.; For related document, see ED 167 355; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Community Problems, *Elementary Education, *Energy, *Energy Conservation, *Environmental Education, *Life Style, Problem Solving

Identifiers-*Energy Education

The collection of materials is intended to provide for the needs of elementary school teachers who have needs for resources for energy education. The document is divided into three sections. The first section discusses human energy, energy use in home and school, and the relationship of the individual to the energy problem. A second section discusses the role of energy in the community, the consumer's role in energy production, and the existence of energy use patterns. The third section covers the production of energy, some approaches to solving energy problems, and the impact of energy decisions on the social and physical environment of the future. Each lesson includes suggested adaptations for grade level, language arts instruction, and mathematics instruction. (RE)

ED 173 087 SE 027 894

Allen, Frank B. And Others

Intermediate Mathematics, Student's Text, Part II, Unit No. 18. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-424p.; For related document, see ED 021 996; Contains occasional light type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Algebra, Curriculum, *Geometry, Grade 11, *Instruction, Mathematics Education, Number Systems, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part two of a two-part SMSG intermediate mathematics text for high school students. The aim of the text is to focus attention on mathematical ideas which are appropriate for study by college-capable students in the eleventh grade. Chapter topics include number systems, an introduction to coordinate geometry in the plane, the function concept and the linear function, quadratic functions and equations, complex number systems, equations of the first and second degree in two variables, systems of equations in two variables, and systems of first degree equations in three variables. (MP)

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 1, Student's Text, Unit No. 52. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-199p.; For related documents, see SE 027 896-898 and ED 143 532

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 1, *Instruction, Mathematics Education, *Number Concepts, *Set Theory, *Textbooks

Identifiers-Number Operations, *School Mathematics Study Group

This is an SMSG elementary school text for first-grade students. The development of mathematical ideas in the text is grounded in appropriate experiences with things from the physical world and the immediate environment. Chapter topics include: (1) sets and numbers; (2) numerals and the number line; (3) sets of ten; (4) introduction to addition and subtraction; (5) recognizing geometric figures; (6) place value and numeration; and (7) arrays and multiplication. (MP)

ED 173 089 SE 027 896

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 2, Student's Text, Unit No. 54. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-269p.; For related documents, see SE 027 895-898
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 2, *Instruction, Mathematics Education, *Measurement, *Number Concepts, Set Theory, *Textbooks
Identifiers-Number Operations, *School Mathematics Study Group

This is an SMSG elementary school text for second-grade students. The development of mathematical ideas in the text is grounded in appropriate experiences with things from the physical world and the immediate environment. Chapter topics include: (1) sets and numbers; (2) addition and subtraction; (3) sets of points; (4) linear measurement; (5) computing sums and differences; (6) congruence of angles and triangles; (7) arrays and multiplication; and (8) division and rational numbers. (MP)

ED 173 090 SE 027 897

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 3, Student's Text, Part I, Unit No. 56. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-240p.; For related documents, see SE 027 895-898
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 3, Graphs, *Instruction, Mathematics Education, *Number Concepts, *Textbooks
Identifiers *Number Operations, *School Mathematics Study Group

This is part one of a two-part SMSG elementary school text for third-grade students. The development of mathematical ideas in the text is grounded in appropriate experiences with things from the physical world and the immediate environment. Chapter topics include: (1) sets of points; (2) addition and subtraction; (3) describing points and numbers; and (4) arrays and multiplication. (MP)

ED 173 091 SE 027 898

Beatty, Leslie And Others
Mathematics for the Elementary School, Book 3, Student's Text, Part II, Unit No. 57. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-223p.; For related documents, see SE 027 895-897
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Fractions, *Geometry, *Instruction, Mathematics Education, *Number Concepts, *Textbooks
Identifiers-Area, *School Mathematics Study Group

This is part two of a two-part SMSG elementary school text for third-grade students. The development of mathematical ideas in the text is grounded in appropriate experiences with things from the physical world and the immediate environment. Chapter topics include: (1) addition and subtraction; (2) length and area; (3) multiplication; (4) quotients; (5) division; and (6) rational numbers. (MP)

ED 173 092 SE 027 899

School Mathematics Study Group, Unit Four. Chapter 7 - Equations and Inequalities. Chapter 8 - Congruence.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-111p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, *Congruence, Curriculum, Geometric Concepts, *Inequalities, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is unit four of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include equations and inequalities and congruence. (MP)

ED 173 093 SE 027 900

School Mathematics Study Group, Unit Number Eleven. Chapter 17 - Coordinate Geometry. Chapter 18 - Problem Analysis.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-100p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, *Analytic Geometry, Curriculum, *Instruction, Mathematics Education, *Problem Solving, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is unit eleven of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include coordinate geometry and problem analysis. (MP)

ED 173 094 SE 027 901

School Mathematics Study Group, Unit Number Twelve. Chapter 19 - Rigid Motions and Coordinates. Chapter 20 - Squares and Rectangles. Chapter 21 - Square Roots and Real Numbers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-94p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algebra, *Analytic Geometry, Curriculum, *Geometry, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is unit twelve of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include rigid motions and coordinates, squares and rectangles, and square roots and real numbers. (MP)

ED 173 095 SE 027 902

School Mathematics Study Group, Unit Number Thirteen. Chapter 22 - Approximations. Chapter 23 - Solution Sets of Mathematical Sentences. Chapter 24 - Quadratic Functions.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-112p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, Curriculum, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*Estimation (Mathematics), Functions (Mathematics), *School Mathematics Study Group

This is unit thirteen of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include approximations, solution sets of mathematical sentences, and quadratic functions. (MP)

ED 173 096 SE 027 903

School Mathematics Study Group, Unit Number Fourteen. Chapter 25 - Statistics. Chapter 26 - Systems of Sentences in Two Variables.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-93p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, Curriculum, *Geometric Concepts, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is unit fourteen of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include statistics and systems of sentences in two variables. (MP)

ED 173 097 SE 027 904

School Mathematics Study Group, Unit Number Fifteen. Chapter 27 - Analyzing Geometric Figures. Chapter 28 - Measurement.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-89p.; Not available in hard copy due to small, light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, *Analytic Geometry, Curriculum, *Instruction, Mathematics Education, *Measurement, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is unit fifteen of a fifteen-unit SMSG secondary school text for high school students. The text is devoted almost entirely to mathematical concepts which all citizens should know in order to function satisfactorily in our society. Chapter topics include analyzing geometric figures and measurement. (MP)

ED 173 098 SE 027 905

Herriot, Sarah T. And Others

Calculus of Elementary Functions, Part 1, Student Text. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-338p.; For related documents, see SE 027 906 and ED 143 514; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Calculus, Curriculum, Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks, *Trigonometry
Identifiers-Functions (Mathematics), *Polynomials, *School Mathematics Study Group

This is part one of a three-part SMSG calculus text for high school students. The aim of the text is to develop some of the concepts and techniques which will enable the student to obtain important information about graphs of elementary functions. Chapter topics include: (1) polynomial functions; (2) the derivative of a polynomial function; and (3) circular functions. (MP)

ED 173 099 SE 027 906

Herriot, Sarah T. And Others

Calculus of Elementary Functions, Part III, Student Text. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-68

Note-233p.; For related documents, see SE 027 905 and ED 143 516; Contains occasional small, light and broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Calculus, Curriculum, *Graphs, Inductive Methods, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part three of a three-part SMSG calculus text for high school students. The aim of the text is to develop some of the concepts and techniques which will enable the student to obtain important information about graphs of elementary functions. Chapter topics include area and the integral, differentiation theory and technique, mathematical induction, and further techniques of integration. (MP)

ED 173 100 SE 027 907

Allen, Frank B. And Others

Mathematics for High School, First Course in Algebra, Part 2. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-239p.; For related documents, see ED 135 617-618; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Algebra, Curriculum, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*Polynomials, *School Mathematics Study Group

This is part two of a three-part SMSG algebra text for high school students. The principle objective of the text is to help the student develop an understanding and appreciation of some of the algebraic structure exhibited by the real number system, and the use of this structure as a basis for the techniques of algebra. Chapter topics include addition and multiplication of real numbers, subtraction and division of real numbers, factors, exponents, radicals, and polynomials and rational expressions. Moderate revisions are contained in a later edition. (MP)

ED 173 101 SE 027 908

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 4, Student's Text, Part I, Unit No. 25. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-310p.; For related document, see SE 027 909
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 4, *Instruction, Mathematics Education, *Number Concepts, *Set Theory, *Textbooks
Identifiers-Number Operations, *School Mathematics Study Group

This is part one of a two-part SMSG elementary school text for fourth-grade students. The content is aimed at the development of some of the fundamental concepts of mathematics such as number, numeration, the operations of arithmetic, and intuitive geometry. Chapter topics include concept of sets, numeration, properties and techniques of addition and subtraction, properties of multiplication and division, and sets of points. (MP)

ED 173 102 SE 027 909

Beatty, Leslie And Others
Mathematics for the Elementary School, Grade 4, Student's Text, Part II, Unit No. 26. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-271p.; For related document, see SE 027 908; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 4, *Instruction, Mathematics Education, *Measurement, *Number Concepts, *Textbooks
Identifiers-Number Operations, *School Mathematics Study Group

This is part two of a two-part SMSG elementary school text for fourth-grade students. The content is aimed at the development of some of the fundamental concepts of mathematics such as number, numeration, the operations of arithmetic, and intuitive geometry. Chapter topics include properties and techniques of addition and subtraction, techniques of multiplication and division, recognition of common geometric figures, linear measurement, and concept of rational numbers. (MP)

ED 173 103 SE 027 910

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 5, Student's Text, Part I, Unit No. 29. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-266p.; For related document, see SE 027 911
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 5, *Instruction, Mathematics Education, *Number Concepts, Prime Numbers, *Textbooks
Identifiers-*Number Operations, *School Mathematics Study Group

This is part one of a two-part SMSG elementary school text for fifth-grade students. The content is aimed at the development of some of the fundamental concepts of mathematics such as number, numeration, the operations of arithmetic, and intuitive geometry. Chapter topics include extending systems of numeration, factors and primes, extending multiplication and division, and congruence of common geometric figures. (MP)

ED 173 104 SE 027 911

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 5, Student's Text, Part II, Unit No. 30. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-62

Note-338p.; For related document, see SE 027 910; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Fractions, Grade 5, *Instruction, Mathematics Education, *Measurement, *Number Concepts, Ratios (Mathematics), *Textbooks

Identifiers-Area, *School Mathematics Study Group

This is part two of a two-part SMSG elementary school text for fifth-grade students. The content is aimed at the development of some of the fundamental concepts of mathematics such as number, numeration, the operations of arithmetic, and intuitive geometry. Chapter topics include addition and subtraction of rational numbers, measurement of angles, and ratio. (MP)

ED 173 105 SE 027 912

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 6, Student's Text, Part II, Unit No. 34. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-323p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Curriculum, Division, Elementary Education, *Elementary School Mathematics, Fractions, *Geometry, Grade 6, *Graphs, *Instruction, Mathematics Education, *Number Concepts, Set Theory, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG elementary school text for sixth-grade students. The content is aimed at the development of some of the fundamental concepts of mathematics such as number, numeration, the operations of arithmetic, and intuitive geometry. Chapter topics include division of rational numbers, volume, organizing and describing data, and sets and circles. (MP)

ED 173 106 SE 027 913

Schlissel, Arthur

Slowly and Rapidly Converging Infinite Series.

Pub Date- 79
Note-5p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculus, *College Mathematics, Concept Formation, Higher Education, *Learning Activities, *Mathematics Instruction, Teaching Techniques
Identifiers-*Estimation (Mathematics), *Sequences (Mathematics)

A method is presented for constructing infinite series with prescribed rates of convergence. The method is presented as being an aid to improving the student's understanding of how the partial sum of an infinite series can be used to approximate the sum of the series, as well as being of interest in itself. The focus of the paper is the degree of approximation obtained by using a partial sum for the sum of the infinite series, since this concept is of great importance in using a partial sum for approximation purposes and is often left vague in conventional approaches. (MP)

ED 173 107 SE 027 914

Junior High School Mathematics Units, Volume I, Number Systems.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-143p., For related documents, see SE 027 915-916; Contains occasional marginal legibility
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Curriculum, Decimal Fractions, Fractions, *Instruction, Junior High Schools, Mathematics Education, *Number Concepts, *Number Systems, *Prime Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is volume one of a three-volume SMSG junior high school mathematics text. This volume contains units concerned with the structure of the number systems of arithmetic. Unit topics include: (1) numeration; (2) natural numbers and zero; (3) factoring and primes; (4) supplementary tests for divisibility and repeating decimals; (5) the non-negative rational numbers; and (6) mathematical systems. (MP)

Junior High School Mathematics Units, Volume II, Geometry.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-106p.; For related documents, see SE 027 914-916
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Measurement, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*Estimation (Mathematics), *School Mathematics Study Group

This is volume two of a three-volume SMSG junior high school mathematics text. This volume contains the units concerned with geometry. Unit topics include: (1) non-metric geometry; (2) informal geometry; and (3) measurement and approximation. (MP)

Junior High School Mathematics Units, Volume III, Applications.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-60p.; For related documents, see SE 027 914-915; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Instruction, *Mathematical Applications, Mathematics Education, *Probability, Secondary Education, *Secondary School Mathematics, *Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is volume three of a three-volume SMSG junior high school mathematics text. This volume includes the units concerned with applications of mathematics. Unit topics include: (1) what is mathematics and why you need to know it; (2) mathematics at work in science; (3) Uncle Sam as a statistician; and (4) chance. (MP)

ED 173 110 SE 027 917

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume I (Part 1). Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-184p.; For related documents, see SE 027 918-919 and ED 159 076; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Curriculum, *Geometry, Grade 7, *Instruction, Mathematics Education, *Number Concepts, Prime Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks, *Whole Numbers
Identifiers-*School Mathematics Study Group

This is part one of a three-part SMSG mathematics text for seventh-grade students. The text was written for those students whose mathematical talent is underdeveloped and is essentially the same subject matter presented in the SMSG text. Chapter topics include: (1) what is mathematics; (2) number symbols; (3) whole numbers; (4) non-metric geometry; (5) factoring; and (6) primes. (MP)

ED 173 111 SE 027 918

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume I (Part 2). Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-60

Note-219p.; For related documents, see SE 027 917-919 and ED 159 077; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Curriculum, *Decimal Fractions, *Fractions, *Geometry, Grade 7, *Instruction, Mathematics Education, Percentage, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*School Mathematics Study Group

This is part two of a three-part SMSG mathematics text for seventh-grade students. The text was written for those students whose mathematical talent is underdeveloped and is essentially the same subject matter presented in the SMSG text. Chapter topics include: (1) rational numbers and fractions; (2) non-metric geometry; (3) rational numbers and the number line; (4) decimals; and (5) ratio and percent. (MP)

ED 173 112 SE 027 919

Haag, V. H. And Others

Introduction to Secondary School Mathematics, Volume I (Part 3). Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-267p.; For related documents, see SE 027 917-918; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum, *Geometry, Grade 7, Graphs, *Instruction, Mathematics Education, *Measurement, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks
Identifiers-*Area, *School Mathematics Study Group

This is part three of a three-part SMSG mathematics text for seventh-grade students. The text was written for those students whose mathematical talent is underdeveloped and is essentially the same subject matter presented in the SMSG text. Chapter topics include: (1) measurement; (2) area and volume; (3) parallels; (4) polygons and prisms; (5) circles; and (6) statistics and graphs. (MP)

ED 173 113 SE 027 927

Fuson, Karen C., Ed. And Others
Explorations in the Modeling of the Learning of Mathematics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-249p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Algebra, *Cognitive Development, *Concept Formation, Elementary Secondary Education, Higher Education, Instruction, *Learning, *Mathematical Models, *Mathematics Education, Number Concepts, *Research, Teaching Methods
Identifiers-Information Analysis Products, *Mathematics Education Reports

Eleven research reports in the area of models of learning mathematics are presented in this publication of the Mathematics Education Reports series. The papers represent a mixture of theories, viewpoints, and references to other areas. Content areas addressed range from preschool to college levels. All the papers are concerned with the learning of mathematics and all are attempts to clarify and apply theory through the mechanism of models. The papers rely on observations of students and have possible implications for classroom instruction. Topics include: (1) modeling and theorizing in mathematics education; (2) experimental

models for the child's acquisition of counting and of addition and subtraction; (3) a logical-cognitive view of learning and teaching mathematical concepts; (4) instructional and theoretical implications of a mathematical model of cognitive development; (5) a learning model for some algebraic concepts; (6) abstraction, generalization, and the design of mathematical experiences for children; (7) towards a model for the teaching of mathematics as goal-directed activity; (8) preliminary steps toward a cognitive model of learning primary mathematics; (9) intraconcept analysis of rational number addition and subtraction, indirect validation studies; (10) an organizational model of abilities related to inference in mathematical contexts; and (11) logical reasoning learning hierarchies. (MP)

ED 173 114 SE 027 929

I-C-E Developer/Demonstration Project: Environmental Instruction Inventory.
Cooperative Educational Service Agency 9, Green Bay, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-22p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Air Pollution Control, Class Activities, Ecology, *Elementary Secondary Education, Energy, *Environment, *Environmental Education, *Evaluation, Natural Resources, Pollution, Population Education, Validated Programs, Water Pollution Control
Identifiers-*National Diffusion Network Programs, *Project ICE

A collection of forms is provided, each form collecting information on teaching activities relating to a separate environmental education concept. The collection of inventories is designed to: (1) assist teachers in assessing the adequacy of instruction in terms of student conceptual understanding; (2) coordinate scope and sequence of environmental education for teacher teams at the grade or building level; and (3) assist a K-12 district in defining its environmental education program. (RE)

ED 173 115 SE 027 930

Our School Yard Series. Project I-C-E.
Cooperative Educational Service Agency 9, Green Bay, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-50p.; May not reproduce clearly due to colored background
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Descriptors-Class Activities, *Educational Facilities, Elementary Secondary Education, *Environment, *Environmental Education, *Integrated Activities, *Integrated Curriculum, Validated Programs
Identifiers-*National Diffusion Network Programs, *Project ICE

This collection of teaching activities provides guidance in using the resources of the school yard to integrate environmental education with other subject areas. Provided with each activity are: (1) recommended grade level; (2) subject areas integrated into the activity; (3) objectives; (4) rationale; (5) equipment needs; (6) specific activities; and (7) additional, optional activities. (RE)

ED 173 116 SE 027 931

Project I-C-E Adopter Handbook: Environmental Education.
Cooperative Educational Service Agency 9, Green Bay, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Contract-300-78-0358
Note-105p.; Not available in hard copy due to numerous colored pages throughout entire document
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities, *Curriculum Development, Elementary Secondary Education, *Environment, *Environmental Education, Information Dissemination, *Integrated Activities, *Interdisciplinary Approach, Validated Programs
Identifiers-*National Diffusion Network Programs, *Project ICE

This document is intended for use by potential adopters of Project I-C-E (Instruction-Curriculum-Environment). Items include sample curriculum materials and examples of information often necessary when making application to a National Diffusion Network state facilitator or for E.S.E.A. Title IV-C Adopter/Adapter Grants. Also covered are elements of training for, implementation, and evaluation of the program at a new site. (RE)

ED 173 117 SE 027 932

Environmental Activities Training Project: Field Activities.

Cooperative Educational Service Agency 9, Green Bay, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-263p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Class Activities, *Elementary Secondary Education, *Environment, *Environmental Education, Field Instruction, Field Trips, Integrated Curriculum, *Interdisciplinary Approach, Validated Programs
Identifiers-National Diffusion Network, *Project ICE

Presented are descriptions of activities for both the classroom and the field. Activities frequently integrate environmental education with other subject areas. Each activity description includes specification of grade level, disciplines being taught, concepts, objectives, directions, and equipment requirements when appropriate. Classroom follow-up suggestions are presented for field activities. (RE)

ED 173 118 SE 027 933

Public Energy Education: Issues for Discussion. Draft.
Public Energy Education Task Force.
Spons Agency-Department of Energy, Washington, D.C. Educational Programs Div.
Pub Date-79
Note-84p.; Not available in hard copy due to marginal legibility of original document; Appendix A, page 10, missing from document prior to being shipped to EDRS for filming; Appendix H, Energy Behavior, removed due to copyright restrictions
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitudes, *Behavior, Citizen Participation, *Education, *Energy, *Energy Conservation, Evaluation Methods, *Information Dissemination, *Nonformal Education, Public Policy

This paper was intended to stimulate discussion of energy education issues at a conference on energy issues. The discussion ranges through numerous topics at issue in energy education including public energy awareness, definition of public education, the distinction between public education and public relations, and the presentation of a model program. Appendices are included. (RE)

Coal Task Force Report on Education and Training. Draft Copy.
Wawasee Area Vocational Cooperative, Syracuse, Ind.
Pub Date-79
Note-219p.; For related document, see SE 027 935; Contains occasional marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Colleges, Community Colleges, Curriculum, Education, *Energy, *Industrial Training, Institutional Role, *Postsecondary Education, Surveys, *Training, *Vocational Education, *Vocational Schools
Identifiers-*Coal Mining

The report reviews current status of coal mining technology training in postsecondary educational institutions throughout the United States. Each identified institution offering coal mining training was sent a survey designed to obtain information on the size and scope of its program. The survey data are presented. Sections of the report also present curricula information from institutions offering coal mining training, a statement of the task force's philosophy in undertaking the survey, a statement of objectives, and an appendix containing an exerpt dealing with the development of coal mining curricula. (RE)

ED 173 120 SE 027 935

Oil and Gas Task Force Report. Draft Copy.
Wawasee Area Vocational Cooperative, Syracuse, Ind.
Pub Date-79
Note-20p.; For related document, see SE 027 934
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Energy, *Job Market, Labor Market, Manpower Development, Manpower Needs, *Petroleum Industry, Technology Transfer

This report describes the changing nature of labor demand in the petroleum industry. Jobs have become more specialized as the value of petroleum has increased and the technology of its extraction has advanced. Numerous categories of technical jobs are available in this industry and this affects the training needs of those seeking careers in this industry as technicians. The report discusses some of the skills necessary for workers in this field and describes some characteristics of the training programs now available. Recommendations conclude the report. (RE)

ED 173 121 SE 027 947

Professional Energy Careers.
Department of Energy, Washington, D.C. Office of Public Affairs.
Report No.-DOE-OPA-0043(3-79)
Pub Date-79
Note-48p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness, *Career Change, *Career Choice, *Career Opportunities, Career Planning, *Energy, Environment, *Labor Market, Manpower Needs, *Professional Occupations

This booklet gives brief outlines by career field, of each of 20 professional occupations in the energy field. Each outline includes the challenges faced by the particular energy professional, the educational standards for entry into the profession, the subject areas of concentration in high school, the nature of college training needed, and adult education opportunities for those considering a career change into the particular profession. Sources of information on the career field are listed for each career. (RE)

ED 173 122 SE 027 955

Butler, Martha L.

The Effects of the Summer Institute: New Career Options for Women Through Mathematics'' on Mathematical, Social, Academic and Career Anxieties and on Sex Role Attitudes.

Arkansas Univ., Fayetteville. Dept. of Mathematics.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-78
Note-32p.; Contains occasional light and broken type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anxiety, Attitudes, *Career Opportunities, *Educational Research, Employment Potential, *Evaluation, Low Income Groups, *Mathematics Education, Postsecondary Education, *Sex Role, Summer Institutes, Workshops

An evaluative report is given on the Anxiety Management Training and Sex Role Workshops of the New Career Options for Women through Mathematics'' summer institute. The overall purpose was to help remedy the problems of low utilization of the scientific and technical academic and work potential of Arkansas women, and their resulting conditions of low job status and low-income level. The major emphasis of the institute was the development of mathematics skills. However, since anxiety was believed to be associated with the lack of self-confidence necessary to succeed academically (particularly in mathematics), Anxiety Management Training was included as an option available to participants. In addition, Sex Role Workshops were included for the purpose of raising awareness of possible attitudinal barriers to full realization of potential. (MP)

ED 173 123 SE 027 956

Total Federal R&D Growth Slight in 1980 But Varies by Budget Function.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-314

Pub Date-25 Jun 79

Note-6p.; Not available in hard copy due to marginal legibility of original document

Journal Cit-Science Resources Studies Highlights; Jun 25 1979

Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, Charts, *Development, Developmental Programs, Energy, *Federal Government, Federal Programs, Financial Support, Health, *National Programs, Natural Resources, *Research, Research Projects, Science Education, Space Sciences

Presented are highlights of U.S. Federal research and development (R&D) funding during fiscal years 1978-80. Data are presented in terms of budget authority for 16 selected Federal budget functions. Data show that the 4 leading functions are national defense, space research and technology, health, and energy. No significant change is seen during the 1978-80 period in the share of the R&D total represented by each function. R&D programs and basic research programs distributed by function are also presented. Five charts and two tables are used to present the data included. (HM)

ED 173 124 SE 027 957

Williams, Barbara I. And Others

Math Tutoring Study, Study II: Paraprofessionals as Tutors.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Contract-NE-C-00-3-0108
Note-295p.; Pages 14-17 and 26-28 missing from document prior to its being shipped to EDRS for filming; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Achievement, *Attitudes, *Educational Research, Effective Teaching, Elementary Education, *Elementary School Mathematics, Instruction, *Mathematics Education, Paraprofessional Personnel, *Tutoring

This research study investigated the effects of tutoring by trained paraprofessionals on pupil outcomes in the areas of mathematics achievement, self-concept as related to mathematics, attitude toward mathematics, and external locus of control as related to mathematics. It also sought to investigate the relationship between certain tutoring skills and pupil outcomes in those areas and to study whether the effects of mathematics tutoring were associated with the initial ability level of pupils in those areas. Five achievement tests and attitude scales, measuring 15 variables, were administered to approximately 320 fourth- and fifth-grade pupils in nine schools. Data collection, training, and experimentation extended over a period of four months. The study failed to demonstrate that mathematics achievement and attitudes could be increased as a result of tutoring or training in tutorial skills. (MP)

ED 173 125 SE 027 958

Guidelines for the Preparation of Teachers of Mathematics. 1979 Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date-79

Note-31p.; For related document, see ED 075 226

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (nonmembers $2.15, members $1.72; Discounts on quantity orders)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Curriculum, Elementary Secondary Education, *Guidelines, Higher Education, *Mathematics Education, *Mathematics Instruction, *Objectives, *Preservice Education, *Teacher Education

Identifiers-*National Council of Teachers of Mathematics

These guidelines were developed by the Commission on Preservice Teacher Education of the National Council of Teachers of Mathematics to help responsible people, especially those people in colleges and universities that prepare teachers of mathematics, to find ways in which local teacher-preparation programs might be improved. The guidelines provide for general direction, generally expected levels of competence, possible evidences of the existence of essential characteristics, and indications of how the guidelines themselves help in the realization of goals. For the most part, the guidelines are stated in terms of specific competencies. Topics covered include academic and professional knowledge, professional competencies and attitudes, and institutional responsibilities. (MP)

ED 173 126 SE 027 959

Adams, Gary H., Comp.
Science for the Physically Handicapped in Higher Education: A Guide to Sources of Information.
National Oceanic and Atmospheric Administration (DOC), Washington, D.C. Environmental Data Service.
Pub Date-Apr 79
Note-39p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Ancillary Services, *Career Opportunities, Educational Opportunities, Equipment, Federal Programs, Higher Education, *Information Needs, Information Utilization, *Physically Handicapped, Reference Materials, Rehabilitation, *Science Education
Identifiers-*National Oceanic and Atmospheric Administration

This guide is intended to be a reference for persons needing to know where to find information about science education, career opportunities, and other programs for physically handicapped individuals. Sources listed in the guide include: (1) Federal agencies that run assistance programs for the handicapped; (2) Professional societies specifically interested in promoting opportunities in science for the handicapped; (3) Organizations and companies that provide assistance in making laboratories or buildings accessible and manufacture special equipment for handicapped persons; (4) Libraries and information centers which have science education collections or act as clearinghouses for science career, education, financial, and equipment information; (5) Printed sources, such as directories, handbooks, and guides which provide information about handicapped scientists, recruitment and admissions of handicapped students, funding sources, and accessible universities and their programs; and (6) Computerized information systems which provide on-line access via teletypewriter terminals to databases which contain information on science education, research, and teaching materials for handicapped students. The guide should be of interest to educators, administrators, and researchers in all areas of secondary education, rehabilitation, universities, businesses and government. (Author/SA)

ED 173 127 SE 027 960

Marcus, Melvin G. And Others

Environment-Based Environmental Education: Inventory, Analysis, and Recommendations. Final Report of the Environment-Based Education Project.

Arizona State Univ., Tempe. Center for Environmental Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Technology and Environmental Education.
Pub Date-30 Jun 75
Contract-OEC-74-8739
Note-315p.; Contains occasional broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Conservation Education, *Elementary Secondary Education, *Environment, *Environmental Education, Evaluation Methods, *Higher Education, Legislation, *Public Education, State Programs, Surveys, Trend Analysis

This first of three volumes summarizes the activities and results of a survey of environmental education conducted for the Office of Environmental Education, U.S. Office of Education. The document presents a discussion of critical themes for environmental education; historical perspectives of environmental education; and future themes for environmental education. Attention is given to the methodology and results of a national survey of natural-environment-based education activities. Further discussion deals with interpretation of the Environmental Education Act of 1970 including the design of a survey instrument to collect data on interactions in environmental education. Concluding discussions cover the need to develop core themes in environmental education. Schematic models of various concepts and interrelationships are presented. Appendixes present copies of survey instruments, comments on survey instruments, and a bibliography. (RE)

ED 173 128 SE 027 961

Beatty, Leslie And Others

Mathematics for the Elementary School, Book K. Teachers' Commentary. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-57p.; For related document, see SE 027 962, ED 144 791, and ED 144 835; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Geometry, *Instruction, Kindergarten, Mathematics Education, *Number Concepts, *Set Theory
Identifiers-*School Mathematics Study Group

This is a kindergarten manual for teachers using SMSG elementary school text materials. For each chapter, objectives, vocabulary, materials, and activities to help develop concepts are given. Chapter topics include: (1) sets; (2) recognizing geometric shapes; (3) comparison of sets; (4) subset; (5) joining and removing; (6) ordering; (7) using geometric shapes for directions and games; and (8) using numbers with sets. (MP)

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 1. Teachers' Commentary. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-317p.; For related document, see SE 027 961, ED 143 533, ED 143 535, and ED 144 836; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Addition, Curriculum, *Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Geometry, Grade 1, *Instruction, Mathematics Education, Measurement, *Number Concepts, Subtraction
Identifiers-*School Mathematics Study Group

This is a first-grade manual for teachers using SMSG elementary school text materials. For each chapter background information is given; for each section, objectives, vocabulary, materials, suggested procedures, and further activities are listed. Chapter topics include: (1) pre-number experiences; (2) recognizing geometric shapes; (3) building number concept; (4) pre-addition and subtraction experiences; (5) numbers and the number line; (6) comparing geometric shapes; (7) addition and subtraction; (8) place value and numeration; (9) introducing linear measurement; (10) extending addition and subtraction; and (11) previews and extensions. (MP)

ED 173 130 SE 027 963

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume I (Part 1).

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-284p.; For related documents, see SE 027 964-967 and ED 130 872; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Fractions, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Measurement, *Number Concepts, Prime Numbers, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group

This is part one of a two-part manual for teachers using SMSG junior high school text materials. For each chapter, a brief overview is given and sample test questions are listed. Each section contains a discussion of the topic at hand and answers to all the exercises. Chapter topics include: (1) what is mathematics; (2) numeration; (3) whole numbers; (4) non-metric geometry; (5) factoring and primes; (6) the rational number system; and (7) measurement. (MP)

ED 173 131 SE 027 964

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume I (Part 2).

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-59

Note-189p.; For related documents; see SE 027 963-967 and ED 130 873; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, *Geometry, Graphs, *Instruction, Junior High Schools, Mathematical Applications, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, *Statistics

Identifiers-*School Mathematics Study Group

This is part two of a two-part manual for teachers using SMSG junior high school text materials. For each chapter, a brief overview is given and sample test questions are listed; each section contains a discussion of the topic at hand and answers to all the exercises. Chapter topics include (1) the rational number system; (2) parallels; (3) triangles; (4) parallelograms; (5) right prisms; (6) circles; (7) statistics and graphs; (8) mathematical systems; and (9) mathematics at work in science. (MP)

ED 173 132 SE 027 965

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume II (Part 2).

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-59

Note-79p.; For related documents, see SE 027 963-967 and ED 130 876; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Algebra, Congruence, Curriculum, *Curriculum Guides, *Instruction, Junior High Schools, Mathematical Applications, Mathematics Education, *Number Concepts, *Percentage, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is part one of a two-part manual for teachers using SMSG junior high school text materials. A chapter-by-chapter commentary on the text is given as well as answers to all the exercises. Chapter topics include: (1) number line and coordinates; (2) equations; (3) scientific notation; (4) applications of percent; and (5) congruence and the Pythagorean Property. (MP)

ED 173 133 SE 027 966

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume II (Part 2).

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-60

Note-145p.; For related documents, see SE 027 963-967 and ED 130 877; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, *Geometry, *Instruction, Junior High Schools, Mathematics Education, Measurement, *Number Concepts, *Probability, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is part two of a two-part manual for teachers using SMSG junior high school text materials. A chapter-by-chapter commentary on the text is given as well as answers to all the exercises; a few chapters contain sample text questions. Chapter topics include: (1) real numbers; (2) similar triangles; (3) variation; (4) non-metric polyhedrons; (5) volumes and surface areas; (6) relative error; (7) permutations and combinations; and (8) probability. (MP)

ED 173 134 SE 027 967

Anderson, R. D. And Others

Mathematics for Junior High School. Supplementary Units. Commentary for Teachers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-62p.; For related documents, see SE 027 963-966 and ED 143 530; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Decimal Fractions, *Geometry, *Instruction, Mathematics Education, Number Concepts, *Prime Numbers, Secondary Education, *Secondary School Mathematics, *Set Theory
Identifiers-*School Mathematics Study Group

This is a supplementary manual for teachers using SMSG junior high school text materials. A chapter-by-chapter commentary on the text is given as well as answers to all the exercises. Chapter topics include: (1) sets; (2) projective geometry; (3) repeating decimals; (4) tests for divisibility; (5) finite differences; and (6) prime numbers. (MP)

ED 173 135 SE 027 968

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume II (Part 1).

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-152p.; For related documents, see SE 027 969-970 and ED 130 876; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Decimal Fractions, Fractions, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Metric System, *Number Concepts, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group

This is part one of a three-part manual for teachers using SMSG junior high school text materials. Each chapter contains an introduction and a collection of sample text questions. Each section contains a discussion related to the topic at hand and answers to all the exercises. Chapter topics include: (1) rational numbers and coordinates; (2) equations; (3) scientific notation; (4) decimals, and the metric system; and (5) drawings and constructions. (MP)

ED 173 136 SE 027 969

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume II (Part 2). Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-124p.; For related documents, see SE 027 968-970 and ED 130 876; Pages 205-236 missing from document prior to being shipped to EDRS for filming; Contains occasional light and broken type; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Congruence, Curriculum, *Curriculum Guides, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Number Concepts, *Probability, Secondary Education, *Secondary School Mathematics, Symmetry
Identifiers-*School Mathematics Study Group

This is part two of a three-part manual for teachers using SMSG junior high school text materials. Each chapter contains an introduction and a collection of sample test questions. Each section contains a discussion related to the topic at hand and answers to all the exercises. Chapter topics include: (1) symmetry, congruence, and the Pythagorean Property; (2) real numbers; (3) permutations and selections; (4) probability; and (5) similar triangles and variation. However, some pages from the third chapter and most of the fourth chapter are missing. (MP)

ED 173 137 SE 027 970

Anderson, R. D. And Others

Mathematics for Junior High School. Commentary for Teachers. Volume II (Part 3). Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-[illegible]0

Note-76p.; For related documents, see SE 027 968-969 and ED 130 877; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Measurement, Secondary Education, *Secondary School Mathematics, *Solid Geometry

Identifiers-*School Mathematics Study Group

This is part three of a three-part manual for teachers using SMSG junior high school text materials. Each chapter contains an introduction and a collection of sample test questions. Each section contains a discussion related to the topic at hand and answers to all the exercises. Chapter topics include: (1) non-metric geometry; (2) volumes and surface areas; (3) the sphere; and (4) relative error. (MP)

ED 173 138 SE 027 971

Junior High School Mathematics Units, Volume I, Number Systems. Commentary for Teachers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-186p.; For related documents, see SE 027 972-973; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Decimal Fractions, *Fractions, *Instruction, Junior High Schools, Mathematics Education, *Number Concepts, *Number Systems, Prime Numbers, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group

This is volume one of a three-volume set for teachers using SMSG junior high school text materials. Each unit contains a commentary on the text, answers to all the exercises, a copy of the questionnaire used for evaluating the material, and a summary of comments by the teachers using the text. Unit topics include: (1) numeration; (2) natural numbers and zero; (3) factoring and primes; (4) supplementary tests for divisibility and repeating decimals; (5) non-negative rational numbers; and (6) mathematical systems. (MP)

ED 173 139 SE 027 972

Junior High School Mathematics Units, Volume II, Geometry. Commentary for Teachers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-107p.; For related documents, see SE 027 971-973; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, *Geometry, *Instruction, Junior High Schools, Mathematics Education, *Measurement, Secondary Education, *Secondary School Mathematics
Identifiers-*Estimation (Mathematics), *School Mathematics Study Group

This is volume two of a three-volume set for teachers using SMSG junior high school text materials. Each unit contains a commentary on the text, answers to all the exercises, a copy of the questionnaire used for evaluating the material, and a summary of comments by the teachers using the text. Unit topics include: (1) non-metric geometry; (2) informal geometry; and (3) measurement and approximation. (MP)

ED 173 140 SE 027 973

Junior High School Mathematics Units, Volume III, Applications. Commentary for Teachers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-70p.; For related documents, see SE 027 971-972; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, *Instruction, Junior High Schools, *Mathematical Applications, Mathematics Education, *Probability, Secondary Education, *Secondary School Mathematics, *Statistics
Identifiers-*School Mathematics Study Group

This is volume three of a three-volume set for teachers using SMSG junior high school text materials. Each unit contains a commentary on the text, answers to all the exercises, a copy of the questionnaire used for evaluating the material, and a summary of comments by the teachers using the text. Unit topics include: (1) what is mathematics; (2) the scientific seesaw; (3) statistics; and (4) chance. (M

ED 173 141 SE 027 975

Guidelines for Teaching Metric Concepts.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Note-13p.; Guide prepared through the Dissemination Project
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, Curriculum, Educational Change, Elementary Secondary Education, *Guidelines, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, *Objectives

The primary purpose of these guidelines is to provide teachers and other decision-makers with a suggested framework within which sound planning for metric education can be done. Student behavioral objectives are listed by topic. Each objective is coded to indicate grade level, topic, and objective number. A chart is provided to show a kindergarten through eighth-grade perspective as far as metric objectives are concerned. Topics dealt with include length, area, capacity, volume, weight, temperature, density, force, velocity, and acceleration. (MP)

ED 173 142 SE 027 976

Chambers, Donald L. Dowling, Kenneth W.

Changing to the Metric System.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-WSDPI-Bull-8177

Pub Date- 78

Note-37p.; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies, *Curriculum, Educational Change, Elementary Secondary Education, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, *Objectives, Resource Materials

This report examines educational aspects of the conversion to the metric system of measurement in the United States. Statements of positions on metrication and basic mathematical skills are given from various groups. Base units, symbols, prefixes, and style of the metric system are outlined. Guidelines for teaching metric concepts are given, including organization of behavioral objectives by grades and topics and student behavioral objectives. Resources for support of metric education, such as the MeasureMetric Instructional Television Series and Metric Week, are reviewed. A bibliography of printed resources on metric education is given. (MP)

ED 173 143 SE 027 977

Whitted, Betty Lou

A Comparative Study of Needs and Attitudes of Parents and Educators in Regard to the Metric System.

Pub Date-Apr 79

Note-180p.; Ph.D. Dissertation, Walden University; Contains occasional light and broken type

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Attitudes, Comparative Analysis, Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Mathematics, *Mathematics Education, Measurement, *Metric System, Needs Assessment, Parents, Supervisors, *Surveys

A needs assessment survey was made to analyze the needs and attitudes of parents and educators in regard to the metric system. Questionnaires were sent to educators, K-5, and to parents of 10 randomly selected classrooms in 2 Illinois school districts; one an urban area and the other a farming community. The 549 returned questionnaires were analyzed by inferential and descriptive statistics. Parent needs and attitudes in regard to the metric system were directly related to communities and education. No such relationships were found for educators. The study showed that although parents and educators generally were negative toward the metric system, they recognized the need of children and the American worker to learn the metric system, and felt all the educational resources in the United States must contribute to the education of the entire population to change over to the metric system. (MP)

ED 173 144 SE 028 238

Clark, Mary Jo And Others

Assessing Dimensions of Quality in Doctoral Education: A Technical Report of a National Study in Three Fields.

Educational Testing Service, Princeton, N.J.

Spons Agency-Council of Graduate Schools in the U.S., Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.-ETS-PR-76-27

Pub Date-Oct 76

Grant-GY-11305

Note-427p.; Contains occasional light and broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Academic Education, *Departments, Educational Counseling, *Educational Quality, Educational Research, Educational Status Comparison, Evaluation Needs, Graduate Study, *Higher Education, *Intellectual Disciplines

Identifiers-National Science Foundation

This feasibility report reflects the increasing demand for program accountability at the graduate level. The information presented is related to decision-making by policy makers and prospective graduate students. Included are the measurement instruments which were developed to sample 24 doctoral programs in chemistry and psychology and 25 in history. The study concentrates on quantifiable measures of both qualitative and quantitative aspects of the programs. The study begins with a presentation of the program characteristics which were judged important to quality of doctoral programs. The first few chapters cover background and purpose of the study, the study procedures and program purposes. Each remaining chapter focuses on data analyses and conclusions related to ratings of departments as measures of program quality, faculty training and performance, student abilities and achievement, quality of resources and environment, program contents and procedures in each department, and alumni accomplishments and opinions. An appendix divided into seven sections presents: (1) communications with participating universities; (2) institutions which participated; (3) Deans' ratings of program characteristics; (4) copies of the various questionnaires used; (5) characteristics of programs and questionnaire respondents; (6) scales formed from individual questionnaire items; and (7) examples of feedback reports to individual programs. (SA)

ED 173 145 SE 028 240

Beck, A. And Others
Calculus, Part 1. Teacher's Commentary. Unit 68. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-485p.; For related document, see SE 028 241; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-*Calculus, Curriculum, *Curriculum Guides, *Instruction, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics
Identifiers-*Limits (Mathematics), *School Mathematics Study Group

This is part one of a two-part manual for teachers using SMSG high school text materials. A chapter-by-chapter commentary on the text and answers to all the exercises are given. Chapter topics include the idea of the derivative, limits and continuity, differentiation, and applications of the derivative. (MP)

ED 173 146 SE 028 241

Beck, A. And Others
Calculus, Part 2. Teacher's Commentary. Unit 60. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-351p.; For related document, see SE 028 240; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Calculus, Curriculum, *Curriculum Guides, *Instruction, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics
Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part two of a two-part manual for teachers using SMSG high school text materials. A chapter-by-chapter commentary on the text and answers to all the exercises are given. Chapter topics include: (1) area and integral; (2) basic integral theorems; (3) logarithmic and exponential functions; (4) growth, decay and competition; and (5) integration. (MP)

ED 173 147 SE 028 242

Herriot, Sarah T. And Others

Calculus of Elementary Functions, Part III. Teacher's Commentary. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-68

Note-240p.; For related documents, see ED 143 515 and ED 143 517; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Calculus, Curriculum, *Curriculum Guides, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part three of a three-part manual for teachers using SMSG high school text materials. Detailed solutions are given to all the exercises in the text. Chapter topics include: (1) area and the integral; and (2) differentiation theory and technique. (MP)

ED 173 148 SE 028 243

Allen, Frank B. And Others

Mathematics for High School, Intermediate Mathematics (Part 2). Commentary for Teachers. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-59

Note-193p.; For related documents, see SE 028 244 and ED 135 627-628; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Algebra, Curriculum, *Curriculum Guides, *Instruction, Mathematics Education, *Number Systems, Secondary Education, *Secondary School Mathematics

Identifiers-*Complex Numbers, *School Mathematics Study Group

This is part two of a three-part manual for teachers using SMSG high school text materials. Each chapter contains a commentary on the text, answers to exercises, and suggested test questions. Chapter topics include quadratic equations, the complex number system, equations of the second degree, and systems of first degree equations. (MP)

ED 173 149 SE 028 244

Allen, Frank B. And Others

Mathematics for High School, Intermediate Mathematics (Part 3). Commentary for Teachers. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-158p.; For related documents, see SE 028 243 and ED 135 628; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Algebra, Curriculum, *Curriculum Guides, *Instruction, Mathematics Education, *Number Concepts, Probability, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group, *Vectors (Mathematics)

This is part three of a three-part manual for teachers using SMSG high school text materials. Each chapter contains a commentary on the text, answers to the exercises, and a set of illustrative test questions. Chapter topics include: (1) the system of vectors; (2) polar form of complex numbers; (3) sequences and series; (4) permutations; (5) combinations, and the binomial theorem; and (6) algebraic structures. (MP)

ED 173 150 SE 028 245

Allen, Frank B. And Others
Mathematics for High School, Geometry (Part 2). Commentary For Teachers. Preliminary Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-348p.; For related document, see ED 135 624; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Analytic Geometry, Curriculum, *Curriculum Guides, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics
Identifiers-*Area, *School Mathematics Study Group

This is part two of a two-part manual for teachers using SMSG high school text materials. The manual contains a chapter-by-chapter commentary on the text, solutions to the problems in the text, and a collection of essays on topics related to material in the text. Chapter topics include: (1) perpendicular lines and planes in space; (2) parallel lines in a plane; (3) parallel lines in space; (4) areas of polygonal regions; (5) similarity; (6) circles and spheres; (7) loci and constructions; (8) the area of a circle and related topics; and (9) plane coordinate geometry. (MP)

ED 173 151 SE 028 246

Allen, Frank B. And Others
Mathematics for High School, Elementary Functions (Part 1). Commentary for Teachers. Preliminary Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-178p.; For related documents, see SE 028 247 and ED 135 630
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Algebra, Curriculum, *Curriculum Guides, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Set Theory
Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part one of a two-part manual for teachers using SMSG high school text materials. Each chapter contains a commentary on the text, answers to exercises, and a set of illustrative test questions. Chapter topics include sets, relations and functions, polynomial functions, and algebra of polynomial functions. (MP)

Allen, Frank B. And Others
Mathematics for High School, Elementary Functions (Part 2). Commentary For Teachers. Preliminary Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-177p.; For related documents, see SE 028 246 and ED 135 630; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Algebra, Curriculum, *Curriculum Guides, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Trigonometry
Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is part two of a two-part manual for teachers using SMSG high school text materials. Each chapter contains a commentary on the text, answers to the exercises, and a set of illustrative test questions. Chapter topics include exponential and logarithmic functions and circular functions. (MP)

ED 173 153 SE 028 255

Wolcott, Diane Marie

Selected Concrete Logical Piagetian Tasks as They Relate to Mean and Item Scores on the Math Concept Section of the Stanford Math Achievement Test, Form A.

Pub Date-Jun 78
Note-73p.; M.S. Dissertation, State University College of Arts and Science; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, *Cognitive Development, Concept Formation, *Educational Research, Elementary Education, *Elementary School Mathematics, *Masters Theses, *Mathematics Education, *Mathematics Instruction
Identifiers-*Piagetian Tasks

Fifty first- and second-grade children's understanding of logico-mathematical relations were assessed using selected Piagetian tasks to test four hypotheses. The children's abilities to conserve numbers were compared to the means of mathematics concept scores and total mathematics scores of the 1972 Stanford Achievement Test, Form A. The relationships between these Piagetian tasks and individual mathematics concept items on the SAT were assessed; and the relationship between children's stages of cognitive development and their mathematics class achievement ranking as measured by daily classwork were determined. The results were mixed with some Piagetian tasks showing a direct relationship with test scores and others showing none. (MP)

ED 173 154 SE 028 270

Scholz, R. W.

What Research Has Found Out on the Cooperation of Teachers and the Effect of Team Teaching.

Pub Date-78
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Effective Teaching, Elementary Secondary Education, Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Research Reviews (Publications), *Science Education, *Science Instruction, Teaching Methods, *Team Teaching

This literature review contains a general description of the international experience with team teaching, the specific results of team teaching in mathematics, a brief evaluation of empirical research on team teaching, and some remarks on action research. The following conclusions are drawn: (1) team teaching is insufficient as a mere organizational method and must be linked to a comprehensive pedagogic conception in order to be successful; (2) there is no clear superiority nor inferiority of team teaching in achievement changes in any particular subject; (3) the experience of team teaching is best in interdisciplinary projects; and (4) the research on team teaching has not yet given a definite answer to the question of what teaching units can be taught in what form by what teaching team. (MP)

ED 173 155 SE 028 272

Citizen Participation in Community Development: A Catalog of Local Approaches.
Johnson (Lawrence) and Associates, Inc., Washington, D.C.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Community Planning and Development.; Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Pub Date-Jul 78
Contract-H-2542
Note-163p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 023-000-00478-0; $3.50)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Citizen Participation, *City Planning, City Problems, *Community Action, *Decision Making, Government Role, *Nonformal Education, *Public Policy, Urban Areas

This catalogue presents descriptions of innovative and noteworthy citizen participation processes in the Community Development Block Grant Program in 31 communities including 27 small, medium, and large cities, and four urban counties. Each description includes three sections: (1) a brief background on citizen participation in the community prior to the beginning of the program; (2) the procedures and structur[illegible] used to implement citizen participation in the program; and (3) e[illegible]lary aspects of the citizen participation process. (Author/RE)

ED 173 156 SE 028 274

Home Energy Savers' Workbook.
Federal Energy Administration, Washington, D.C.
Report No.-FEA-D-77-117
Pub Date-77
Note-33p.; Maps will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 041-018-00116-6; $1.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Building Improvement, *Building Materials, *Energy, *Energy Conservation, *Fuel Consumption, Fuels, Home Economics, Mathematics, Nonformal Education
Identifiers-*Energy Education

This workbook is intended as a guide for the homeowner in taking steps to reduce home energy costs. It allows the homeowner to identify procedures applicable to his/her home and then implement those procedures most cost-effective for the particular situation. It provides methods for estimating savings in home heating and cooling costs by taking prescribed measures. (Author/RE)

ED 173 157 SE 028 286

Bryant, Jeannette, Ed.

Conservation Directory, 1979. 24th Edition. A List of Organizations, Agencies, and Officials Concerned with Natural Resource Use and Management.

National Wildlife Federation, Washington, D. C.
Pub Date-79
Note-271p.; For related document, see ED 110 324
Available from-National Wildlife Federation, 1412 Sixteenth St., N.W., Washington, D.C. 20036 ($4.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-Agencies, Air Pollution Control, Conservation (Environment), *Conservation Education, *Environment, Environmental Education, *Federal Government, *Natural Resources, Outdoor Education, Pollution, *Private Agencies, *State Agencies, Water Pollution Control, Water Resources, Wildlife Management
Identifiers-*National Wildlife Federation

This annual directory contains lists of organizations, agencies, and officials concerned with natural resource use and management. Five indexes are included in the first section of the directory: (1) U.S. Federal Departments, Agencies, and Offices; (2) International, National, Interstate Organizations, and Commissions; (3) State, Territorial Agencies, and Citizens' Groups; (4) Canadian Federal Government Agencies and National Citizens' Groups; and (5) Canadian Provincial Government Departments and Citizens' Groups. Following the indexes are 15 listings covering such areas as U.S. Congressional Committees, U.S. Independent Agencies, Colleges and Universities, Directories of Interest, and Audio-Visual Source Information. Where possible, administrators, departments, duties and functions, annual events, publications, addresses, and phone numbers are included with the listing. The directory concludes with a personal name index. (RE)

ED 173 158 SE 028 406

Tullock, Bruce, Ed. And Others

Solar Energy Project: Teacher's Guide.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.

Report No.-DOE-CS-0060

Pub Date-Jan 79

Note-45p.; For related documents, see SE 028 407-413

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00234-1; $2.20)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Energy, Environmental Education, Interdisciplinary Approach, *Science Curriculum, *Science Education, *Science Instruction, Science Programs, Secondary Education, *Solar Radiation, Technological Advancement, Technology

Identifiers-*Energy Education, *Solar Energy

This collection of materials supports the teaching of solar energy concepts in the context of secondary school science. Included in this collection are a basic teacher's guide to activities involved in the curriculum; a discussion of multi-disciplinary extensions of solar energy education by subject area; a section on hardware needed for the curriculum; and a section of resources and references. (RE)

ED 173 159 SE 028 407

Tullock, Bruce, Ed. And Others

Solar Energy Project, Activities: Junior High Science.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.
Report No.-DOE-CS-0062
Pub Date-Jan 79
Note-114p.; For related documents, see SE 028 406-413
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00228-6; $2.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Class Activities, *Energy, Environmental Education, Junior High Schools, *Lesson Plans, *Science Curriculum, *Science Education, Science Experiments, *Secondary Education, *Solar Radiation, Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

This guide contains lesson plans and outlines of science activities which present concepts of solar energy in the context of the junior high science curriculum. Each unit presents an introduction; objectives; skills and knowledge needed; materials; methods; questions; recommendations for further work; and a teacher information sheet. The teacher information sheet presents the target grade levels; the areas of science involved in the lesson; background information; hints on gathering materials; suggested time allotment; suggested approach; typical results; precautions; modifications; and evaluation. (RE)

ED 173 160 SE 028 408

Tullock, Bruce, Ed. And Others

Solar Energy Project, Activities: Earth Science.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.

Report No.-DOE-CS-0063

Pub Date-Jan 79

Note-88p.; For related documents, see SE 028 406-413

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00232-4; $2.75)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Earth Science, *Energy, Environmental Education, *Lesson Plans, Meteorology, Science Curriculum, *Science Education, *Secondary Education, *Solar Radiation, Technological Advancement, Technology

Identifiers-Energy Education, *Solar Energy

This guide contains lesson plans and outlines of science activities which present concepts of solar energy in the context of earth science experiments. Each unit presents an introduction; objectives; skills and knowledge needed; materials; method; questions; recommendations for further study; and a teacher information sheet. The teacher information sheet includes suggested grade level; additional subject areas involved; background information; hints on gathering materials; suggested time allotment; suggested approach; typical results; precautions; modifications; evaluations; and references. (RE)

Tullock, Bruce, Ed. And Others
Solar Energy Project, Activities: Biology.
Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.
Report No.-DOE-CS-0065
Pub Date-Jan 79
Note-36p.; For related documents, see SE 028 406-413; Contains occasional light type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00230-8; $1.70)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biology, *Earth Science, Ecology, *Energy, *Lesson Plans, *Science Curriculum, *Science Education, Science Experiments, Secondary Education, *Solar Radiation, Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

This guide contains lesson plans and outlines of science activities which present concepts of solar energy in the context of biology experiments. Each unit presents an introduction; objectives; skills and knowledge needed; materials; methods; questions; recommendations for further work; and a teacher information sheet. The teacher information sheet provides the target grade level; additional subject areas involved; background information; hints on gathering materials; suggested time allotment; suggested approach; typical results; precautions; modifications; evaluation; and references. (RE)

ED 173 162 SE 028 410

Tullock, Bruce, Ed. And Others

Solar Energy Project, Activities: Chemistry & Physics.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.
Report No.-DOE-CS-0064
Pub Date-Jan 79
Note-58p.; For related documents, see SE 028 406-413; Contains occasional small, light and broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00229-4, $2.20)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Chemistry, *Energy, Lesson Plans, *Physics, *Science Curriculum, *Science Education, Science Experiments, Secondary Education, *Solar Radiation, Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

This guide contains lesson plans and outlines of science activities which present concepts of solar energy in the context of chemistry and physics experiments. Each unit presents an introduction to the unit; objectives; required skills and knowledge; materials; method; questions; recommendations for further work; and a teacher information sheet. The teacher information sheet contains information on the target grade levels; background information; hints on gathering materials; suggested time allotment; suggested approach; typical results; precautions; modifications; evaluation; and references. (RE)

ED 173 163 SE 028 411

Tullock, Bruce, Ed. And Others

Solar Energy Project, Activities: General Solar Topics.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.
Report No.-DOE-CS-0061
Pub Date-Jan 79
Note-79p.; For related documents, see SE 028 406-413
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00231-6; $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Class Activities, Ecology, Economics, *Energy, Environmental Education, History, *Lesson Plans, *Science Education, *Secondary Education, Social Studies, *Solar Radiation, *Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

This guide contains lesson plans and outlines of activities which introduce students to concepts and issues relating to solar energy. Lessons frequently presented in the context of solar energy as it relates to contemporary energy problems. Each unit presents an introduction; objectives; necessary skills and knowledge; materials; method; questions; suggestions for further work; and a teacher information sheet. The teacher information sheet provides target grade level subject areas involved for the lesson and background material; hints on gathering materials for the lesson; suggested time allotment; suggested approach; typical results; precautions; modifications; evaluation; and references. (RE)

ED 173 164 SE 028 412

Tullock, Bruce, Ed. And Others

Solar Energy Project: Text.

Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.

Report No.-DOE-CS-0066

Pub Date-Jan 79

Note-106p.; For related documents, see SE 028 406-413

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00233-2; $2.75)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Curriculum Guides, *Earth Science, Ecology, *Electricity, *Energy, Environmental Education, Fuels, *Heating, *Science Education, Secondary Education, *Solar Radiation, Technological Advancement, Technology

Identifiers-Energy Education, Solar Energy

The text is a compilation of background information which should be useful to teachers wishing to obtain some technical information on solar technology. Twenty sections are included which deal with topics ranging from discussion of the sun's composition to the legal implications of using solar energy. The text is intended to provide useful information to teachers at all levels of secondary education. Many advanced science teachers with competency in algebra may find the text useful. (Author/RE)

Tullock, Bruce, Ed. And Others
Solar Energy Project: Reader.
Department of Energy, Washington, D.C.; New York State Education Dept., Albany. Bureau of Science Education.; State Univ. of New York, Albany. Atmospheric Science Research Center.
Report No.-DOE-CS-0067
Pub Date-Jan 79
Note-115p.; For related documents, see SE 028 406-412; Photographs will not reproduce well; Best copy available
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00235-9; $2.75)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Ecology, Economics, *Energy, Environmental Education, *Reading Materials, Reference Materials, *Science Education, *Secondary Education, Social Studies, *Solar Radiation, *Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

This document is designed to give both teachers and students the opportunity to review a variety of representative articles on solar energy. Consideration is given to the sun's role in man's past, present, and future. The present state of solar technology is examined theoretically, economically, and comparatively in light of growing need for alternatives in the situation of diminishing conventional energy supplies. (Author/RE)

About Using the Metric System.

Illinois State Office of Education, Springfield.

Pub Date-78

Note-16p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Calculation, *Educational Change, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, Resource Materials

This booklet contains a brief introduction to the use of the metric system. Topics covered include: (1) what is the metric system; (2) how to think metric; (3) some advantages of the metric system; (4) basics of the metric system; (5) how to measure length, area, volume, mass and temperature the metric way; (6) some simple calculations using metric units; and (7) a metric system test. (MP)

ED 173 167 SE 028 424

Color Metric.
Illinois State Office of Education, Springfield.
Pub Date-78
Note-34p.
Available from-Program Planning and Development, Illinois Office of Education, 100 North First St., Springfield, Illinois 62777 (no price quoted)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Learning Activities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, Worksheets

This booklet was designed to convey metric information in pictoral form. The use of pictures in the coloring book enables the more mature person to grasp the metric message instantly, whereas the younger person, while coloring the picture, will be exposed to the metric information long enough to make the proper associations. Sheets of the booklet are ready for duplication. Topics covered include temperature, length, volume, and weight. (MP)

ED 173 168 SE 028 425

Handbook of Classroom and Workshop Metric Activity Stations.

Illinois State Office of Education, Springfield.
Pub Date- 78
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Guides, Elementary Secondary Education, Inservice Education, *Learning Activities, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, Worksheets, Workshops

The objectives of this handbook are to assist K-8 classroom teachers in launching an activity-oriented metric program that provides learning experiences in the measurement strands of linear, mass, and temperature, and to assist metric coordinators in planning metric awareness workshops for teachers, parents, and various community organizations. Detailed instructions are given for setting up a metric activity station. The pages of the handbook are designed to be used as instructions at various metric activity stations. (MP)

ED 173 169 SE 028 426

Road Map Math (Metric Edition). Revised Edition.

Illinois State Office of Education, Springfield.
Pub Date-76
Note-57p.
Available from-Program Planning and Development, Illinois Office of Education, 100 North First St., Springfield, Illinois 62777 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Language Arts, Learning Activities, *Map Skills, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, Student Projects, Worksheets

This booklet, designed for use with varying levels of remedial mathematics students in grades 6-10, is intended to help the student become more comfortable using the metric system, reinforce the metric ideas and notions that are taught in other courses, and aid in the development of basic mathematical skills by having the student participate in measuring activities. The unit consists of two basic parts: (1) map skills exercises for individualized work; and (2) the trip-planning project, which provides an opportunity for the mathematics teacher and the language arts teacher to correlate one or more lessons. (MP)

ED 173 170

SE 028 437

Statement on Spelling of Metre.
Metric Association, Inc., Boulder, Colo.
Report No.-USMA-Pub-15
Pub Date-Dec 78
Note-33p.; Not available in hard copy due to small print throughout entire document
Available from-U.S. Metric Association, Inc., Sugarloaf Star Route, Boulder, Colorado 80302 (1-9 copies $1.00 ea.; 10 or more copies $0.50 ea.)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *International Education, *Language Usage, *Mathematics Education, *Measurement, *Metric System, Postsecondary Education, *Spelling
Identifiers-*United States Metric Association

This report was prepared by the United States Metric Association (USMA) to present supportive evidence on the desirability of using the international English language spelling, metre, for the International System of Units (SI) unit of length, and litre for the common metric unit of volume. It contains a statement by the USMA, some background information and discussion about the controversy on SI metric English spelling, and a collection of letters, recommendations, and quotations related to the controversy. (MP)

ED 173 171 SE 028 438

Roberts, Douglas A. Orpwood, Graham W. F.

Properties of Matter: A Teacher's Guide to Alternative Versions. Informal Series 11.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-79

Note-108p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($4.25)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Instructional Materials, Junior High School Students, Physical Sciences, *Science Activities, *Science Curriculum, Science Education, *Science Instruction, Scientific Concepts, Skill Development

Identifiers-Intermediate Science Curriculum Study

This teacher's guide is designed to meet several objectives in the area of junior high science. The three versions within this volume are based on the idea that the same science content can be oriented towards the attainment of several different kinds of objectives. Each version is devoted to a different area of emphasis. The blue version emphasizes the nature of science.'' Students are encouraged to use inferences in developing scientific knowledge. The red version emphasizes the learner's skill development. Students study the properties of matter by observing and describing their observations. The green version focuses on science and society or way in which science can be useful in solving problems in a technological society. There is only a slight variation in science content from version to version. The text can be used as alternative lessons by the teacher or as a pattern for curriculum development. (Author/SA)

ED 173 172 SE 028 440

Warfield, John N.
Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Descriptive Analysis of Environmental Education, Fourth Quarterly Report, Volume IX.
Virginia Univ., Charlottesville. School of Engineering and Applied Science.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Report No.-UVA/522032/EE78/113
Pub Date-Oct 78
Contract-300-700-4028
Note-145p.; Contains occasional light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Change Strategies, *Educational Assessment, Educational Needs, Educational Planning, *Educational Research, Elementary Secondary Education, *Environmental Education, *Models, Nonformal Education, Postsecondary Education, Science Education

This analysis seeks to characterize environmental education as an entity viewed from different perspectives. It discusses: (1) who is active in environmental education; (2) comparisons between formal and informal environmental education; (3) the normative model of environmental education and comparison of environmental education, as it exists, with the normative model; (4) the need for change strategies; (5) some potential change strategies; and (6) conclusions and recommendations. References are provided along with appendices containing background information on environmental education. (RE)

ED 173 173 SE 028 441

Wagner, William J.
Application of Stochastic Learning Theory to Elementary Arithmetic Exercises. Technical Report No. 302. Psychology and Education Series.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Report No.-SU-IMSSS-TR-302
Pub Date-4 Jun 79
Note-131p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Psychology, Elementary Education, *Elementary School Mathematics, *Learning Theories, Mathematical Models, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Prediction, *Research

The application of a linear learning model, which combines learning theory with a structural analysis of the exercises given to students, to an elementary mathematics curriculum is examined. Elementary arithmetic items taken by about 100 second-grade students on 26 weekly tests form the data base. Weekly predictions of group performance on addition items are made, based upon earlier observations. The model is tested by studying the accuracy of the predictions, by varying parameters of the model, and by comparing its predictions with those made from a regression analysis. The study indicates that the most important skill to consider in making predictions of performance on addition items is carrying. The skill of adding two digits made a much smaller contribution. (MP)

ED 173 174 SE 028 443

Kuhs, Therese And Others
A Taxonomy for Classifying Elementary School Mathematics Content. Research Series No. 4.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-Apr 79
Contract-400-76-0073
Note-71p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Content Analysis, *Educational Research, Elementary Education, *Elementary School Mathematics, Inservice Education, Instructional Materials, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Taxonomy

This manual presents a taxonomy for the classification of elementary school mathematics content and provides training in the use of that taxonomy. The taxonomy is designed to classify the content of various curricular materials as well as the content of actual classroom instruction. Three factors are used to define the taxonomy: (1) general intent; (2) nature of materials; and (3) operation. There are 6 levels of general intent, 13 levels of material, and 15 different operations. The manual elaborates on each factor by specifying the definition of the levels of each factor, conventions used in conjunction with each factor to eliminate certain ambiguities that might arise, and examples for each level. (MP)

ED 173 175 SE 028 444

Elmore, Patricia B. Vasu, Ellen S.

A Spectrum Analysis of Attitudes Toward Mathematics: Multifaceted Research Findings.

Pub Date-Apr 79
Note-16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, *Anxiety, *Attitudes, *Career Opportunities, Higher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Research, Secondary Education, Statistics, Symposia
Identifiers-*American Educational Research Association

This symposium includes five presentations of studies of mathematics attitudes at three educational levels: junior high, postsecondary, and graduate school. The studies have implications in the fields of mathematics education, educational research, academic advisement, and career counseling. The studies identify the extent of the problem of mathematics anxiety of avoidance. Abstracts of the papers are presented. Paper topics include: (1) a study of the attitudes of junior high school students toward mathematics; (2) student's attitudes toward mathematics and their relationship to learning in required mathematics courses in selected postsecondary institutions; (3) mathematics attitudes: an intervention study; (4) math anxiety: its impact on graduate level statistics achievement; and (5) math avoidance and pursuit of fantasy careers. (MP)

Lauby, Anne, Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 49, June 1979.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date-Jun 79

Note-72p.; Contains occasional light type

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agriculture, Conservation (Environment), Environment, *Forestry, Forestry Occupations, Global Approach, Industry, *Lumber Industry, Manufacturing, *Natural Resources, *Public Policy, *Social Sciences, *Trees

Compiled is a selected bibliography of social sciences in forestry, including economic, historic, sociological, and business aspects. Five major inclusive categories are the following: (1) social science applied to forestry at large; (2) applied to forestry's productive agents; (3) applied to forest production; (4) applied to manufacturing; and (5) applied to marketing, trade, and demand for forest output. Arranged alphabetically by author, each entry contains the source of information, place and date of publication, volume number, and number of pages. A brief description of each resource is given. Compilation sources include many periodical professional journals, "Forestry Abstracts," "Dissertation Abstracts," the "USDA Bibliography of Agriculture," "FAO Documentation," and publication lists from the United States Forest Service experiment stations. (RE)

Wong, Shirley Mabel

The Secondary Consumer Mathematics Curriculum in B.C. Present and Proposed.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date-30 Jun 79
Note-58p.
Available from-Educational Research Inst. of British Columbia, Ste. 400, 515 West 10th Avenue, Vancouver, British Columbia, Canada V5Z 4A8 (no price quoted)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business Education, *Consumer Education, *Home Economics, Mathematical Applications, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Research, Secondary Education
Identifiers-*British Columbia

Consumer mathematics topics taught in the subject areas of mathematics, business education, and home economics were compiled. The compilation was analyzed and revised by a panel of secondary teachers and university professors from the three subject areas. The proposed curriculum contains 32 topics arranged in rank order of importance by the panel. The prescribed texts used in two consumer courses covered 44% of the topics in the proposed curriculum. The author and panel concluded that secondary students are not acquiring basic skills and knowledge in consumer mathematics in spite of the fact that three subject areas are teaching consumer topics. (MP)

ED 173 178 SE 028 494

Chambers, Donald L.
Report on the Conference on Competency Based Mathematics Education (Madison, Wisconsin, January 13, 1978).
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.-WSDPI-Bull-9391
Pub Date-Jan 78
Note-80p.; Report prepared through the Dissemination Project; Some small print may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Conference Reports, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Objectives, *Performance Based Education, *Program Descriptions, Teaching Methods
Identifiers-*Minimum Competencies

This conference on competency based mathematics education was held in response to inquiries from mathematics teachers, curriculum directors, principals, and district administrators. Topics include: (1) What is competency based education; (2) The status of competency based education; (3) The process for developing a system of competency based education; (4) Lists of objectives and test items available for use in developing such a system; and (5) The position of various agencies with respect to competency based education. Papers that address these topics and descriptions of programs using competency based education are presented. (MP)

ED 173 179 SE 028 517

Dawson, Joe

Buying Solar.

Federal Energy Administration, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.

Report No.-FEA-G-76-154

Pub Date-Jun 76

Note-83p.; Maps contain small print and will not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 041-018-00120-4; $1.85)

Pub Type- Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Consumer Education, *Energy, Fuel Consumption, *Heating, *Solar Radiation, Technological Advancement, *Technology

Identifiers-*Energy Education, *Solar Energy

Presented are guidelines for buying solar systems for the individual consumer. This is intended to help the consumer reduce many of the risks associated with the purchase of solar systems, particularly the risks of fraud and deception. Engineering terms associated with solar technology are presented and described to enable the consumer to discuss and evaluate systems on the market. The book does not attempt to describe all possible components of a solar system, but does treat main operating components. (Author/RE)

ED 173 180 SE 028 520

Corcoleotes, George And Others

National Solar Energy Education Directory. First Edition.

Solar Energy Research Inst., Golden, Colo.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-SERI-SP-42-141
Pub Date-Jan 79
Contract-EG-77-C-01-4042
Note-292p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00210-3; $4.75)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum, *Energy, *Postsecondary Education, *Science Education, *Solar Radiation, *Technical Education, Technological Advancement, Technology
Identifiers-Energy Education, *Solar Energy

Presented are listings of solar-related courses, programs, and curricula at about 700 post-secondary institutions nationwide. Included under each institutional entry are separate listings of courses on programs. Each course on program description includes: (1) the instructor and his telephone number; (2) course number; (3) department responsible for the course, program or curriculum; (4) credits; (5) student level; (6) duration; (7) contact hours by class and laboratory time; (8) principal topics covered; (9) number of times taught; and (10) average enrollment. (RE)

ED 173 181 SE 028 524

Fox, Fred And Others
Framework for Science Programs.
Oregon State Dept. of Education, Salem.
Pub Date-79
Note-116p.; Contains occasional light type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum Development, *Curriculum Guides, Educational Assessment, Educational Objectives, Elementary School Science, *Elementary Secondary Education, *Guidelines, Kindergarten, Laboratory Safety, Resource Materials, *Science Activities, Science Curriculum, *Science Education, Secondary School Science, *Teacher Role
Identifiers-*Oregon State Department of Education

This publication, developed by the Oregon Department of Education, presents a framework for science programs designed to help teachers organize their science curriculum to be consistent with Oregon's goal-based planning for K-12 instruction. It consists of six major sections. Section one presents the framework for Oregon's goal-based science curriculum which considers state goals, district goals, program goals, and course goals. This section also discusses competencies and presents goals of individual students. Section two presents sample activities which may take place in science classrooms. The first 12 activities treat science instruction itself. They consist of four in earth science (one each for K-3, 4-6, 7-9, 10-12), four in life science, and four in physical science. The next 20 activities illustrate how other special interests (prekindergarten, reading, math, career education, handicapped) may interact with the science curriculum. Section three presents safety in science programs. Section four presents assessing science programs. Section five presents resources. Section six contains an appendix which includes sample course goals, self-assessment checklist for science teachers, and procedures for developing staff agreement. (HM)

ED 173 182 SO 010 954

Look How Far You've Come.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date-77
Note-43p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Awareness, Cultural Background, *Ethnic Groups, *Ethnic Studies, Human Living, Immigrants, Interviews, Life Style, *Local History, *Oral History, Secondary Education, Social History, *Social Studies

This pamphlet contains 28 articles written by high school students based on interviews with community members from 17 ethnic groups. The interviews were conducted by the students as part of a unit on immigration within their social studies course. The interviews illustrate many aspects of ethnic studies which are based on the human rather than the academic dimension. Among the ethnic groups represented are Yugoslavs, Czechoslovakians, Poles, Serbians, French, Sicilians, Austrians, Mexicans, East Germans, Koreans, Scottish, English, Italians, and Albanians. Many of the interviewees were older adults who had immigrated to the United States early in the 20th century. Their stories describe life in their native countries, holiday customs, immigration experiences on Ellis Island, first impressions of life in the United States, their first jobs in the United States, marriages and deaths of family members, and benefits of living in the United States. (AV)

ED 173 183 SO 011 092

Banks, Samuel L., Ed.

K-6 Social Studies Skills for the Human Behavior and Urban Studies Program.

Baltimore City Public Schools, Md.
Pub Date- 76
Note-286p.
Available from-Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21213 (No price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Communication Skills, Consumer Education, Democracy, Democratic Values, Elementary Education, Ethnic Studies, Interpretive Skills, Library Skills, Listening Skills, Map Skills, *Process Education, Racial Discrimination, *Skill Development, *Social Studies, *Urban Studies

This guide was developed to aid elementary students deal with life experiences through skill development. Major skills stressed are: locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; and working with others. Arranged according to grade level and to a hierarchy of skills, each section lists major and sub-skills to be developed, behavioral goals, and sample activities. Activities at the kindergarten level include naming family members, dramatizing emotions, studying ethnic groups, studying national symbols, and preparing a family booklet.'' At grade one, students learn cardinal directions, study maps, service professions, and ethnic groups, and categorize consumers and producers. Grade two emphasizes visits by police and fire officials, team based games, and a study of urban neighborhoods. Grade three students use library references, take walking tours through new developments and blighted areas, and research the names of city leaders. At grade level four, students study West Africa, the lives of the Cherokee and Choctaw Indians, world food production, assembly line production, and credit buying. Grade five activities focus on a study of racial prejudice. Students analyze television programs and study the state and national constitutions. Grade six examines discrimination, drug abuse, crime, citizen participation in government, and the democratic process. (KC)

ED 173 184 SO 011 205

Wirtz, Willard And Others
Youth-Education-Employment.
European Cultural Foundation, Paris (France). Inst. of Education.
Pub Date-Jan 78
Note-79p.; Proceedings of an International Symposium (Fere-en-Tardenois, France, April 27-30, 1977); For related documents, see SO 011 203-204
Available from-Publication Officer, Institute of Education, European Cultural Foundation, Universite de Paris IX-Dauphine, 1, Place du Ml de Lattre de Tassigny, 75116 Paris, France ($1.20 paper cover)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Education, *Employment Opportunities, Employment Projections, Foreign Countries, Futures (of Society), Government Role, Job Market, *Labor Market, Manpower Needs, Policy Formation, *Relationship, Relevance (Education), Secondary Education, Social Problems, *Unemployment, Vocational Counseling, *Youth
Identifiers-Europe

The document presents the proceedings of an international symposium analyzing the relationship among youth, education, and employment, with emphasis on youth employment trends and the need to find solutions for unemployment problems. The objectives are to evaluate the existing relationship in the light of changing values and expectations of young people, and the widening gap between educational parameters of the relationship; and to exchange information on innovative experiences. The document is presented in six chapters. Chapter I summarizes a similar symposium held in England. Chapter II discusses the increase of youth unemployment and the potential and limitations of the educational system. Chapter III cites variables governing the labor market and suggests approaches which might find solutions. Chapter IV details employment problems of 16 to 19-year-olds having only compulsory education and offers some policy measures. Chapter V suggests separate schools for post-16 education and training, listing advantages to be derived. The final chapter reports on the symposium discussions and summarizes. Major conclusions are that the rising trend of youth unemployment is not just a temporary aberration and that the age of admission to the primary labor market is rising due to demographic, economic, organizational, and sociological reasons. New policies are needed in both employment and education to meet this situation. Statistical data on youth unemployment in Europe is appended. (CK)

ED 173 185 SO 011 356

Rubinstein, Sherry Sorce, Patricia

Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.

Spons Agency-Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date-Oct 78

Note-283p.; Not available in paper copy due to print quality of original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests, Adult Characteristics, Adults, *Age Groups, Attitude Tests, *Citizenship, Data Analysis, Educational Research, Elementary School Students, Elementary Secondary Education, High School Students, Measurement Goals, *Measurement Instruments, *Social Studies, State Surveys, Student Characteristics, Tables (Data), Teacher Programs, Test Results

The document describes an instrument used to measure citizenship social studies achievement and skills for 9-, 13-, 17-, and 26 to 35-year-olds in Connecticut. Based on the National Assessment of Educational Progress (ED 049 113), objectives were to collect baseline data for future use in determining knowledge, to compare results with national achievement, to use data in curricular and instructional decisions, and to encourage use of the test in evaluation and planning. 2,390 public school children and 249 adults were tested using a multiple-choice achievement test covering eight subject and skills areas, and questionnaires ascertaining individual and school-related variables. Adequate representation was sought for regional sections, urban and rural communities, both sexes, and varied socioeconomic backgrounds. Data was analyzed according to the percentage of students answering each test item correctly, the average percentage of items answered correctly for each of the subject areas, the percentage of individuals selecting each choice on each item of the student and principal questionnaires, and a comparison with students in the nation and the northeast. Findings showed that Connecticut children's scores were about the same as national and northeast levels, children who hated school or watched more than three hours of television daily achieved less, and Connecticut adults scored higher than the children or the national level. Data tables showing results by age group, variable, and age group comparisons, are included as well as the measurement instruments. (CK)

ED 173 186 SO 011 402

Tsipis, Kosta And Others

Nineteenth Strategy for Peace. Conference Report. October 5-8, 1978.

Spons Agency-Stanley Foundation, Muscatine, Iowa.
Pub Date-Oct 78
Note-91p.; Not available in paper copy due to print quality
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Developing Nations, *Disarmament, *Energy, Energy Conservation, *Foreign Policy, Human Relations, International Relations, National Defense, Nuclear Warfare, *Peace, World Affairs, *World Problems
Identifiers-Strategic Arms Limitations Talks

The document presents six Strategy for Peace Conference reports prepared by 94 participants who are leaders in government and the professions throughout the United States. Opening remarks by C. Maxwell Stanley, conference chairman, evaluate accomplishments of the United States in 1977 with regard to foreign policy and provide a context for the reports which follow. The first report considers the U.S. and U.S.S.R. cooperation in space. The militarization of outer space, United States and Soviet interests, and the problem of the introduction of weapons into outer space are examined. The second report presents an evaluation of the U.S. Non Proliferation Policy, the Act of 1978, the U.S. Nuclear Fuel Cycle Policy, the International Fuel Cycle Evaluation (INFCE), institutional issues, and the prospects for international consensus. The third report considers the United States disarmament policy, specifically the SALT agreements and non-nuclear arms reduction. The topic of the fourth report is conversion of defense industries. Legislative approaches, the role of industry, and the future of conversion are discussed. The fifth topic, the reorganization of U.S. foreign aid, examines six options for reorganization. The final topic, energy and developing nations, considers the energy supply and demand, energy program objectives, and five approaches to deal with the energy dilemma. A list of participants is included. (KC)

ED 173 187 SO 011 469

Holt, Geoffrey

Understanding Unemployment. Understanding Economics'' Series No. 1.

Canadian Foundation for Economic Education, Toronto.
Pub Date-76
Note-21p.; For related documents, see SO 011 470-474 ; Best copy available
Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Education, Economic Factors, Employment Problems, *Employment Trends, Foreign Countries, Futures (of Society), *Government Role, Growth Patterns, Instructional Materials, Job Market, Labor Economics, *Labor Force, Labor Market, *Policy Formation, Political Issues, Secondary Education, Social Problems, Social Studies, Trend Analysis, *Unemployment
Identifiers-Canada

Devised for secondary school students, the booklet explains current employment trends, policies, and issues of Canada's labor market. The book is divided into three parts. Part I discusses the labor force in terms of supply and demand, the working age population, the labor force participation rate, total employment, unemployment, and seasonal adjustments in the unemployment rate. Part II explores the changing nature of Canada's labor market. Growth factors such as the Post World War II baby boom, the increasing number of women in the labor force, and immigration patterns are analyzed. Current demands for labor, service industries, and employment trends through a recession are also discussed. Part III considers issues and policies. One major issue concerns determining who the unemployed are. Seasonal factors, regional differences, and employment patterns of young people are noted as important elements in analyzing the unemployment rate. Issues surrounding the revised (1971) Unemployment Insurance Act and indirect and direct effects of government policies on employment are also discussed. Tabular presentations of major topics are provided in insets in each section. (KC)

Joyce, Libby
Understanding Productivity. Understanding Economics'' Series No. 2.
Canadian Foundation for Economic Education, Toronto.
Pub Date-77
Note-22p.; For related documents, see SO 011 469-474 ; Best copy available
Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business Education, Business Responsibility, *Economic Climate, Economic Education, *Economic Factors, *Efficiency, Foreign Countries, Futures (of Society), Government Role, Inflation (Economics), Labor Force, *Living Standards, *Productivity, Quality of Life, Secondary Education, Social Studies, Trend Analysis
Identifiers-Canada

Defining productivity as the complex of factors that determine how efficiently an economy will operate, this booklet for Canadian secondary school students analyzes the subject in five sections. What Is Productivity?'' discusses output/input relationships when producing goods and services. Why Is Productivity Important?'' discusses the role of productivity in decreasing inflation and in improving the standard of living. What Determines the Level of Productivity?'' analyzes factors such as the structure of the economy, the state of the economy, and the scale of operations (the point at which the size of an operation increases and specialization at intermediate stages of the operation becomes profitable). The quality and quantity of capital (equipment used by labor in production), the labor force, and the role of government are also discussed. Measuring Productivity'' deals with problems concerning measurement and the use of statistics. The concluding section outlines the efforts that business, labor, and the government must make to increase economic efficiency in Canada. (KC)

ED 173 180 SO 011 471

Plunkett, T. J.

Understanding Urban Development In Canada. "Understanding Economics" Series No. 3.

Canadian Foundation for Economic Education, Toronto.

Pub Date-77

Note-30p.; For related documents, see SO 011 469-474 ; Best copy available

Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Changing Attitudes, *City Government, City Improvement, *City Planning, *City Problems, Foreign Countries, Government Role, Housing, Management, Needs, Quality of Life, Relationship, Secondary Education, Social Studies, Transportation, Urban Areas, *Urbanization, Urban Population, Urban Studies, *Urban to Rural Migration

Identifiers-Canada

This booklet for Canadian secondary school students examines urbanization and its relationship to other factors of the economy. Five sections analyze urbanization, the pattern of urban development, community needs, the management of urban growth, and urban governance. Part I traces the growth of the Canadian population, noting that 10% of the population lived in urban communities in 1871 while 62% lived in urban communities in 1971. Tables illustrate population by province and metropolitan areas. Part II examines housing patterns, the impact of the automobile, the population explosion, and public transportation priorities. Part III discusses urban planning and taxation, and the quality of urban life. Part IV focuses on urban management and current "growth" and "No-growth" debates. Part V explains problems concerned with the changing role of urban government. Discussions of increased expectations of citizens, the realization that many governmental decisions are subject to challenge, and controversies surrounding the need for expanded community and social services are included. (KC)

ED 173 190 SO 011 472

Cornell, Peter M.

Understanding Canada's International Trade Policy. Understanding Economics'' Series No. 4.

Canadian Foundation for Economic Education, Toronto.

Pub Date-77

Note-30p.; For related documents, see SO 011 469-474 ; Best copy available

Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Economic Education, *Economics, *Exports, Foreign Countries, *Foreign Policy, Futures (of Society), Industry, *International Relations, Political Issues, *Productivity, Secondary Education, Social Problems, Social Studies

Identifiers-Canada

Written for secondary school Canadian students, the document examines Canada's international trade policy. It is arranged in three sections. Part I discusses the affect of Canada's trade policy on the individual citizen. Tariffs and non-tariff barriers to trade such as import licenses, preferential purchasing agreements, health and safety standards, and subsidies are explored. The section also outlines the history of the Canadian tariff in relation to the United States tariff since 1869 and notes the effects of the 1974 General Agreement on Tariffs and Trade (GATT). Tables present rates of tariffs on primary and manufactured goods, percentages of exports of goods-producing industries, and percentages of Canada's merchandise trade by country and by commodity: farm and fishery, crude materials, fabricated materials, and manufactured products. An analysis of changing demand for exports concludes the chapter. Part II examines trade patterns and Canada's comparative advantage in world trade, and focuses on factors which interfere with free trade including trade barriers, national policies, and the desire for security. Part III explains why Canada's small market cannot support a large number of producers and product lines at world competitive prices. Costs and benefits of two approaches are examined: trade liberalization and domestic measures. The reorganization of industry; the effects of free trade on employment and industrial efficiency; and economic, political, and social considerations; and possible routes to free trade are analyzed. (KC)

ED 173 191 SO 011 473

Loyns, R. M. A.

Understanding Canadian Agriculture. Understanding Economics'' Series No. 5.

Canadian Foundation for Economic Education, Toronto.

Pub Date-78

Note-26p.; Best copy available

Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Production, Economic Education, *Economics, *Exports, Farmers, Federal Regulation, Field Crops, Food and Drug Inspectors, Foreign Countries, *Government Role, Livestock, Marketing, Secondary Education, Social Studies

Identifiers-Canada

This document for secondary school Canadian students analyzes the role of agriculture in the national economy and in Canadian trade, describes characteristics of Canadian farms, and discusses governmental inlfuences on Canadian agriculture. The document stresses that agriculture is a large source of national wealth; about 30% of Canadian farm production is exported, with wheat and wheat flour accounting for half the exports. Characteristics of Canadian farms are discussed in terms of size, what is produced where, specialization of produce, and factors involved in fluctuating prices. Tables illustrate farm sizes from 1951 to 1976, farm cash receipts and expenditures by region, and the value of products sold. Products are classified as: dairy; poultry; livestock; fruits, vegetables, and potatoes; wheat, oats, and barley; and other crops. A discussion of governmental laws, boards, and regulations concludes the document. Involvement of government is described as a result of specialized, large-scale production, farmers' income instability, and the imbalance of market power that exists between farmers and those who deal with farmers. Government programs include: grading, inspection, and health standards; research, extension, and information; crop insurance and credit; stabilization programs; and marketing boards. (KC)

ED 173 192 SO 011 474

Passaris, Constantine

Understanding Canadian Immigration. Understanding Economics'' Series No. 6.

Canadian Foundation for Economic Education, Toronto.
Pub Date-78
Note-32p.; For related documents, see SO 011 469-474 ; Best copy available
Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy)
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Development, Economic Education, *Economic Factors, Economics, Ethnic Distribution, Foreign Countries, *Government Role, *Immigrants, Labor Force, *Laws, *Policy, Population Trends, Public Opinion, Secondary Education, Social Studies
Identifiers-Canada

This two-part document written for secondary school Canadian students analyzes Canadian government immigration policies. The first and major part of the booklet discusses forces such as ethnic origins, the economics of immigration, humanitarian immigration, public attitudes toward immigration, and the impact of immigration on economic growth. The section addresses the issues of quotas and prohibition of immigration in the face of native unemployment, limitations by education or job skills, and enforced geographic location of immigrants. The impact of immigration on Canada's population base, on the size, structure, and composition of the labor force, and on sectors of the national economy are also analyzed. Tables illustrate ethnic origins of the population from 1871 to 1971, immigrants from 1852-1976, estimated population growth, immigration by occupational group, humanitarian immigration (Hungarian, Czechoslovakian, Tibetan, Chilean, Vietnamese, and Cambodian refugees), and immigrant components of the Canadian population and the labor force. The second section discusses pre-World War I laws designed to encourage settlement in the west. The 1967 White Paper on Immigration and the Report of the Canadian Immigration and Population Study are also analyzed. (KC)

ED 173 193 SO 011 536

Saveland, Robert N., Comp. Tolbert, Patricia L., Comp.

A Bibliography of Environmental Education Articles from The Journal of Geography''. January 1973-March 1978. Publication No. 79-1.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date-1 Feb 79

Note-20p.

Available from-Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia 30602 ($2.00 paper copy)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bibliographies, Community Planning, Community Study, Comparative Education, *Educational Philosophy, Elementary Secondary Education, Energy Conservation, *Environmental Education, Field Studies, Futures (of Society), Higher Education, Land Use, Natural Resources, Pollution, Population Education, Social Studies, *Teaching Methods, Water Resources

This bibliography identifies over 100 articles from 1973 to 1978 printed in the Journal of Geography.'' The compilation provides an overview of recent concerns as well as methods of incorporating environmental education into the classroom. Subjects covered include atmosphere, energy, climate-vegetation, field studies, future studies, land-use planning, and population. It is designed to be used by environmental educators, grades kindergarten through 12 and at the university level. Organized by volume, the bibliography contains an author and subject index. (Author/KC)

ED 173 194 SO 011 667

Kraft, Richard J.

Experiential Learning in Revolutionary and Post-Revolutionary China.

Pub Date- 9 Apr 79
Note-18p.; Paper presented to American Educational Research Association (San Francisco, California, April 9, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Area Studies, *Comparative Education, Developing Nations, Educational Change, Educational History, Educational Philosophy, *Educational Trends, Elementary Secondary Education, *Experiential Learning, Foreign Countries, Higher Education, Literacy, Political Influences, Relevance (Education), Rural Education
Identifiers-*China

Experience-based learning has been evident in the Chinese educational system since the 1930s. Following the Long March in 1934-35, the Chinese Communists introduced a nonformal, experience-based educational system in North Shensi province. This system included drama groups in the countryside to educate peasants, classes in factories, and discussion groups in the fields. At the same time, Mao Tse-Tung wrote his essay "On Practice" in which he stated that practice takes precedence over theory. In 1949 a temporary Chinese constitution included a continued emphasis on experience-based learning by stressing practical technical and agricultural education. Mass literacy campaigns in the early 1950s encouraged rural farmers to read and to create their own textbooks for farming. With the Great Leap Forward in 1958 came decentralization of education, development of local curriculum, criticism of professional teachers, and opening of work-study schools. In the early 1960s revisionists attacked the economic failures of the Great Leap Forward and consequently experience-based learning suffered a setback. But in 1966 the Great Proletarian Cultural Revolution reaffirmed the closing of universities, and students and teachers were sent to the country to learn productive labor. Some schools formed their own factories, and May 7 cadre schools combined manual labor with political study. In 1976 changes were made in the educational system to reinstate professional teachers, upgrade standards, and limit admission. Experience-based learning continues to persist in China, but not as comprehensively as it was during the Great Proletarian Cultural Revolution. (AV)

ED 173 195 SO 011 676

Frymier, Jack Bills, Robert E.
A Factor Analysis of Learner Characteristics.
Pub Date-Apr 79
Note-32p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Creativity, Data Analysis, Elementary Secondary Education, *Factor Analysis, Intelligence, Learning Experience, Learning Motivation, *Personality Assessment, Social Adjustment, *Student Characteristics, Teacher Improvement
Identifiers-*Annehurst Curriculum Classification System

The purpose of this study was to determine whether terms used in the Annehurst Curriculum Classification System (ACCS) are appropriate and useful to describe learner characteristics. From the twelve characteristics postulated in the ACCS to describe learners, six were selected for study: experience, intelligence, motivation, emotion-personality, creativity, and sociability. In the ACCS, each of these characteristics is described by a series of paired words, such as patient-impatient and optimistic-pessimistic, one word in each pair being identified with the characteristic positively and the other negatively. Seven such pairs were selected from the ACCS for each of the six selected characteristics. The 84 words thus selected were dissociated from the ACCS characteristics and Q-sorted by 317 experienced teachers, each teacher sorting the 84 words to characterize a particular student. A factor analysis of the results produced a new set of characteristics, labelled by the researchers as capacity to learn, human relations, maturity, sense of independence, experience, and sense of control. These six terms may represent a way of characterizing students that is superior to the six terms from the ACCS, or they may only indicate that there are various equally valid ways of characterizing students. (IM)

ED 173 196 SO 011 715

Hefner, Keith, Ed.

Children's Rights Handbook. For Teachers, Youth Workers and Student Organizers.

Youth Liberation Press, Inc. Ann Arbor, Mich.
Pub Date-Jun 79
Note-67p.
Available from-Youth Liberation Press, Inc., 2007 Washtenaw Avenue, Ann Arbor, Michigan 48104 ($3.45 plus $0.50 postage and handling)
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescence, *Change Strategies, Changing Attitudes, *Child Advocacy, Childhood Needs, *Children, Child Responsibility, Citizen Participation, *Civil Liberties, Community Involvement, Cultural Factors, Elementary Secondary Education, Family Life, Legal Aid, Social Agencies, Social Change, Social Discrimination, Social Workers, *Student Rights, Teenagers, Voting Rights, *Youth, Youth Problems

Designed for youth workers, teachers, counselors, and student organizers, 11 essays in this handbook examine issues concerned with children's rights. Children's Rights and Social Work'' proposes that social workers can speed and direct the process of change by advocating the rights of young people and by providing services to make those rights a reality. The cartoon, The Invention of Childhood,'' suggests that our conceptions of children are shaped by our culture. A Look At Children's Oppression and Some Suggestions for Change'' examines discrimination in the legal system, the family, and the schools.
Changing Childhood'' analyzes the isolation of modern middle-class children from active participation in community life. Other essays discuss the weaknesses of alternative youth service agencies, refute arguments that adults use to prevent youth from participating in the political processes, analyze the myths'' of childhood, and describe Youth Liberation of Ann Arbor, the first children's organization run by children. A guide for teachers and workshop leaders provides synopses of handbooks of the Youth Liberation Press accompanied by lesson plans. Titles include Young People and the Law,'' Growing Up Gay,'' High School Women's Liberation,'' and Student and Youth Organizing.'' A list of advocacy organizations and an annotated bibliography conclude the handbook. (Author/KC)

ED 173 197 SO 011 716

Future Directions of Population Education. Report of a Regional Consultative Seminar organized by the Unesco Regional Office for Education in Asia and Oceania in co-operation with the Government of the Philippines (Manila, 14-21, August 1978).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-182p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Community Education, Demography, *Developing Nations, Economic Development, *Educational Trends, Elementary Secondary Education, Family Influence, *Foreign Countries, Futures (of Society), Government Role, Higher Education, Needs, *Non Western Civilization, Population Distribution, *Population Education, Population Trends, Regional Cooperation, Regional Programs, Social Problems, World Problems

The document presents objectives and proceedings of a population education seminar involving representatives from 12 non Western nations. Major purposes of the seminar were to provide a forum where population experts from Asian and Oceanic nations could exchange ideas, cooperate in improving population education programs, and explore how to increase cooperation in population education on a regional basis. The document is presented in three major sections. Section I is a general report of seminar study topics. These include trends within regional educational programs in Asia and Oceania, policy influences on population education programs, methodology and curriculum used in school and community programs, and recommendations for increased regional and national cooperation. Section II focuses on reports of population education in Bangladesh, India, Indonesia, Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, and Thailand. For each country, information is presented on the population situation, status of population education, educational needs, and educational trends. Section III presents appended materials, including the seminar agenda, directory of conference participants, and conference speeches. (DB)

ED 173 198 SO 011 748

Campbell, Sally R.
A Department Store in the Classroom A Guide to Using General Merchandise Catalogs and Other Community Resources.
Sears, Roebuck and Co., Chicago, Ill.
Pub Date-79
Note-71p.
Available from-Association Films, 512 Burlington Avenue, LaGrange, Illinois 60525 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Catalogs, *Class Activities, Community Resources, *Concept Formation, *Consumer Education, Consumer Protection, Economic Factors, *Educational Objectives, Learning Activities, Living Standards, *Merchandise Information, Merchandising, Money Management, Secondary Education

To help students understand consumer concepts, the guide suggests ways of using general merchandise catalogs and other community resources in the classroom. Specifically, the guide aims toward raising living standards by making consumer education part of daily life and preparing young people for economic choices. The document is presented in six chapters. Chapter I lists general objectives related to using catalogs in the classroom. Chapter II describes goals and activities in 14 areas values, opportunity costs, comparison shopping, advertising, product features, quality and price, returns, exchanges and service, warranties, labels and packaging, retail credit, wardrobe planning and clothing selection, home furnishing and equipment, insurance, and consumer rights and responsibilities. Chapter II suggests how to use catalog advertisements of knit sport shirts and tops, jeans, tape recorders, grooming aids, and catalog yellow pages in the classroom. Chapter IV describes other teaching techniques, including discussion questions, attitude surveys, world association, VIP profiles, individual and group projects, legislative analysis, quotations, shopping slogans, and open-end situations. Chapters V and VI suggest how community and resource materials can help students understand the role of the consumer in the community and in the economy. The appendix presents sample letters which students can use as guides in contacting outside sources. (DB)

ED 173 199 SO 011 751

Fox, Karen And Others

An Analysis of the Relationship Between NCSS Curriculum Guidelines and Social Studies Achievement Tests.

National Council for the Social Studies, Washington, D.C.

Pub Date-Nov 78

Note-86p.; Charts may not reproduce in paper copy from EDRS due to small print type of original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Educational Assessment, Educational Objectives, Educational Research, Elementary Secondary Education, *Guidelines, Learning, *Relationship, *Social Studies, Test Construction, *Test Results, Test Validity

The report evaluates the accuracy with which achievement tests measure social studies learning. Research is based on test items derived from the Social Studies Curriculum Guidelines (1971) and the Multiethnic Guidelines (1976), both prepared by National Council for the Social Studies (NCSS). The major objective of the project was to help test developers, social studies supervisors, and other educators improve test development and selection techniques. The document is presented in eight sections. Section I describes the 1971 and 1976 NCSS guidelines. Section II explores activities of the NCSS Committee on Testing. Section III rates the NCSS guidelines for their intent and potential for state, local, and national educational assessment. Section IV explains how the testing committee developed appropriate guideline statements and criteria for large-scale assessment. Section V identifies general implications of the guidelines for large-scale assessment. Sections VI and VII discuss developing the test review process and reporting test results. The final section offers conclusions and recommendations including that NCSS can help overcome some mis-matches between specific guidelines and published tests by sharing mutual concerns with publishers, by collaborating with publishers on appropriate roles for test makers, test users, and curriculum developers, and by encouraging more enlightened use of evaluation processes and data. (DB)

ED 173 200 SO 011 753

Peters, Linda, Ed. And Others
Course Goals in Social Science, K-12. Volume I Tri-County Goal Development Project, Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-76
Note-1,237p.
Available from-Commercial-Educational Distributing Services, Post Office Box 4791, Portland, Oregon 97208 ($33.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, Anthropology, Behavioral Objectives, Career Education, Cognitive Objectives, Concept Formation, *Course Objectives, Curriculum Development, Economics, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Geography, Intellectual Disciplines, Political Science, Psychology, *Social Sciences, *Social Studies, Sociology, *Values

The volumes present goals for use in planning and evaluating elementary and secondary school social studies curricula. The book is intended to help social studies classroom teachers identify learning goals. Organized according to major social science disciplines, the two-volume series is presented in six sections. Section I introduces the collection, identifies general objectives, and explains codes and symbols. Sections II and III focus on social science and career education program goals including a need for students to value diversity in human cultures and be able to discover the knowledge, skills, and values necessary to carry out career decisions. Section IV outlines knowledge, process, and value classifications used in the guide.

Categories include acquiring information, insuring validity, organizing and interpreting information, acting on the basis of information, coping with the environment, and increasing personal effectiveness. Section V presents a taxonomy of major social science concepts. Section VI, the bulk of the document, presents social studies course goals by social science disciplines in tabular form. For major topics within each discipline, information is presented on goals, grade level, knowledge or process classification, subject area goals, career education goals, related headings in the taxonomy presented in section V and major concepts and vocabulary. (DB)

ED 173 201 SO 011 759

Hannan, Michael T. Tuma, Nancy Brandon
Final Report for Dynamic Models for Causal Analysis of Panel Data. Preface.
Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-27 Dec 78
Grant-NIE-G-76-0082
Note-8p.; For related documents, see SO 011 759-772
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Analysis, Data Collection, *Educational Change, Longitudinal Studies, Models, *Research Design, Research Methodology, Research Needs, Research Problems, *Research Projects, *Social Change, Social Science Research

This document introduces research aimed to explore methods that could be used to make inferences about causual effects of educational change over time when data are from an educational panel. This preface, the first in a series of 14 chapters described in SO 011 760-772, discusses an educational research project designed to examine affects of educational change and outlines the structure of the project's final report. First, activities of the research project are discussed. These include: integration and explications of models, methods, and results from existing relevant sociological, economic, and statistical literatures; extensions of these models, methods, and results to handle complications for which existing approaches were inadequate; investigation of the properties of different research designs and of different estimators; and performance of empirical analyses. A description of the project's final three-part report follows the discussion of project activities. Part I addresses broad issues of research design in the study of change. Two general arguments call for collecting data on the processes as well as the occurrence of change and shifting from the common discrete-time approach to continuous-time. Part II concerns analysis of data on quantitative (metric) outcomes. Analyses of common approaches and of issues involved in applying new strategies are discussed. Part III deals with dynamic analysis of qualitative outcomes such as remaining in school and kind of curriculum selected. Advantages of collecting event history data and problems in analyzing event-histories are examined. Effectiveness of Monte Carlo experiments, results of empirical analyses on the effects of schooling and ability on job changes, and research designs that minimize biases which result from ignoring interdependent systems of qualitative outcomes are discussed. (Author/KC)

ED 173 202 SO 011 760

Hannan, Michael T. Tuma, Nancy Brandon
Final Report for Dynamic Models for Causal Analysis of Panel Data. Methods for Temporal Analysis. Part I, Chapter 1.
Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Oct 78
Grant-BNS-76-22943; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Analysis, Models, *Research Design, *Research Needs, *Research Problems, *Social Change, Social Science Research, Sociology, Sociometric Techniques, *Time Perspective

This document is part of a series of chapters described in SO 011 759. Working from the premise that temporal analysis is indispensable for the study of change, the document examines major alternatives in research design of this nature. Five sections focus on the features, advantages, and limitations of temporal analysis. Four designs which concern both quantitative and qualitative outcomes are evaluated: panel, event-count, event-sequence, and event-history. Panel designs record state occupancy of a sample of units at two or more points in time; for example, voters disclose voting intentions in a sequence of surveys leading up to an election. An event-count records the number of different types of events in an interval (employed, unemployed; married, not married). An event-sequence design records the sequences of states occupied by each unit and is useful in a study of careers. An event-history design records timing of all moves in a sequence. For example, a study of collective violence recorded the dates of all such events greater than some minimal scope. Conclusions are that event-counts, event-sequences, and event-histories permit much finer model testing and should be used more often in sociological research. Also, sociologists have begun to devote more attention to modeling change processes which permit richer use of temporal data. Finally, the need to examine linked changes in quality and quantity is expressed. (Author/KC)

ED 173 203 SO 011 761

Hannan, Michael T.

Final Report for Dynamic Models for Causal Analysis of Panel Data. Methodological Overview. Part II, Chapter 1.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Dec 77

Grant-BNS-76-22943; Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Measurement Techniques, *Models, *Research Design, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This technical document, part of a series of chapters described in SO 011 759, describes a basic model of panel analysis used in a study of the causes of institutional and structural change in nations. Panel analysis is defined as a record of state occupancy of a sample of units at two or more points in time; for example, voters disclose voting intentions in a sequence of surveys leading up to an election. The author first defends use of the model by comparing it with a more complex alternative. Three arguments for using the basic model are presented: that the basic model approximates the true causal structure, that the model relates levels of X and Y to changes in X and Y, and that the basic model is a reduced-form of the proper model which allows for causal effects over the study period. The next section identifies special methodological issues, outlines strategies for addressing them, and cites relevant technical literatures containing more detailed treatment. Issues include autocorrelation of disturbances (variables omitted from the study such as material infrastructure), technology, cultural organization, national history, the assumption of constant error variance, measurement errors, and functional forms of relationships. (Author/KC)

ED 173 204 SO 011 762

Hannan, Michael T. Freeman, John

Final Report for Dynamic Models for Causal Analysis of Panel Data. Internal Politics of Growth and Decline. Part II, Chapter 2.

Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-100-76-0177
Note-25p.; For related documents, see SO 011 759-772
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Competition, Declining Enrollment, *Educational Change, Elementary Secondary Education, Enrollment Trends, *Environmental Influences, Models, Nonprofessional Personnel, *Political Influences, *Research Methodology, *School Demography, *School Personnel, School Statistics, Sociometric Techniques, Student Distribution, Teacher Distribution

The document, part of a series of chapters described in SO 011 759, describes a model that incorporates organizational politics and environmental dependence into a study of the effects of growth and decline on the number of school personnel. The first section describes the original model which assumes that as the number of students in a district changes, the number of employees should change proportionately and that the process should work the same way in growth and decline. The authors argue that the weakness of this model is that it does not indicate the political process of personnel change during periods of growth and decline. The second section discusses the two-part model. The first part deals with the effect of carrying capacity (the upper limit of the size of population that can be sustained in a particular system) on the number of personnel. Carrying capacity is determined by three variables: exogenous environmental variations (enrollments and finances), internal competitive relations (organizational politics), and history (social, political, and cultural characteristics of the local environment). The second part focuses on the responsiveness or speed of response of administrators to change in their carrying capacity. The third section discusses application of the model to California school districts, using yearly counts of enrollments and the sizes of four personnel categories: teachers, administrators, pupil service employees, and calssified non-professionals. Results indicate that the politics of growth and decline are vastly different. Competitive interactions are stronger in decline, carrying capacities for most personnel components are lower at a given level of enrollment in decline, and organizational systems respond more slowly to changes in decline. (Author/KC)

ED 173 205 SO 011 763

Hannan, Michael T.

Final Report for Dynamic Models for Causal Analysis of Panel Data. Models for Change in Quantitative Variables, Part I Deterministic Models. Part II, Chapter 3.

Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Aug 78
Grant-BNS-76-22943; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Educational Change, Measurement Techniques, Models, *Research Design, *Research Methodology, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This document is part of a series of chapters described in SO 011 759. Addressing the question of effective models to measure change and the change process, the author suggests that linear structural equation systems may be viewed as steady state outcomes of continuous-change models and have rich sociological grounding. Two interpretations of the models are reviewed: negative feedback and partial adjustment. In seeking to strengthen the relationship between structural equation methods and continuous-time dynamic analysis and to provide an integrated treatment of qualitative and quantitative outcomes, the author discusses six issues. The questions of deterministic or stochastic models, linear models for rates of change, time paths of change (integral equations), linear systems, and comparisons of linear systems with some widely used alternative models are examined. (Author/KC)

ED 173 206 SO 011 764

Hannan, Michael T.

Final Report for Dynamic Models for Causal Analysis of Panel Data. Models for Change in Quantitative Variables, Part II Scholastic Models. Part II, Chapter 4.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Oct 78
Grant-BNS-76-22943; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Educational Change, Measurement Techniques, Models, *Research Design, *Research Methodology, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This document is part of a series of chapters described in SO 011 759. Stochastic models for the sociological analysis of change and the change process in quantitative variables are presented. The author lays groundwork for the statistical treatment of simple stochastic differential equations (SDEs) and discusses some of the continuities of qualitative and quantitative analysis as they are revealed in the study of diffusion processes. Six sections comprise the document. Section I provides an overview of the study. Section II states the properties of the white noise processes and the related Brownian motion process. Section III discusses SDEs and two approaches to solving them. In Section IV, Kolmogorov's diffusion equations and results on conditional densities are given. Section V treats a substantive example, population growth in a random environment, from two perspectives and Section VI raises the problem of the behavior of Markov diffusion processes at boundaries. (Author/KC)

ED 173 207 SO 011 765

Hannan, Michael T.

Final Report for Dynamic Models for Causal Analysis of Panel Data. Models for Change in Quantitative Variables, Part III: Estimation from Panel Data. Part II, Chapter 5.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; Stanford Univ., Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Aug 78

Grant-BNS-76-22943; Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, *Educational Change, Measurement Techniques, Models, *Research Design, *Research Methodology, Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This document is part of a series of chapters described in SO 011 759. Addressing the problems of studying change and the change process, the report argues that sociologists should study coupled changes in qualitative and quantitative outcomes (e.g., marital status and earnings). The author presents a model for sociological studies of change in metric variables and focuses on the practical details of using stochastic differential equations (SDEs) in panel analysis. Eleven sections comprise the report. The first considers two broad approaches to empirical studies of SDEs: estimating structural parameters directly from integral equations or using discrete approximations. After arguing for the first approach, the author addresses issues such as autocorrelation of disturbances, unit-specific effects, pooled cross-section and time series estimators, fixed effect estimators, random effects estimators, Monte Carlo studies of small sample properties, and unequally spaced observations. A continuous-time perspective for dealing with problems of analyzing unequally spaced panel data is proposed. The report concludes that researchers can make use of available methods to solve many of the practical problems that arise in applying continuous-time, continuous-state models in sociological research. (Author/KC)

ED 173 208 SO 011 766

Tuma, Nancy Brandon Hannan, Michael T.
Final Report for Dynamic Models for Causal Analysis of Panel Data. Dynamic Analysis of Event Histories. Part III, Chapter 1.
Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-7 Jul 78
Grant-100-89-0004; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Data Analysis, *Educational Change, Measurement Techniques, Models, *Research Design, *Research Methodology, Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Validity

The document, part of a series of chapters described in SO 011 759, examines sociological research methods for the study of change. The advantages and procedures for dynamic analysis of event-history data (data giving the number, timing, and sequence of changes in a categorical dependent variable) are considered. The authors argue for grounding this analysis in a continuous-time stochastic model. This approach permits the data to be fully utilized and allows a unified treatment of the many approaches that use only part of the information of this data. The report focuses on the familiar continuous-time Markov model, summarizes its properties, reports its implications for various outcomes, describes extensions to deal with population heterogeneity and time-dependence, and outlines a maximum likelihood procedure for estimating the extended model from event-history data. The discussion is illustrated with an empirical analysis of the effects of an income maintenance experiment on change in marital status. Event history analysis is contrasted with cross-sectional, event-count, and panel analyses. The conclusion is that event-history analysis has substantial advantages over these other approaches. (Author/KC)

ED 173 209 SO 011 767

Tuma, Nancy Brandon Hannan, Michael T.

Final Report for Dynamic Models for Causal Analysis of Panel Data. Approaches to the Censoring Problem in Analysis of Event Histories. Part III, Chapter 2.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-NIE-G-76-0082
Note-34p.; For related documents, see SO 011 759-772
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Data Analysis, *Educational Change, Measurement Techniques, Models, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Statistical Bias, *Validity

The document, part of a series of chapters described in SO 011 759, considers the problem of censoring in the analysis of event-histories (data on dated events, including dates of change from one qualitative state to another). Censoring refers to the lack of information on events that occur before or after the period for which data are available. Unless censorship is dealt with, researchers are likely to make erroneous inferences about the change process. The report considers several approaches to estimation when event-histories are censored. A constant rate (Poisson) model is considered because the methodological issues are more easily understood. Models in which the rate of an event depends on exogenous variables or time and in which there are multiple kinds of events are also analyzed. The report then discusses approaches to estimation based on maximum likelihood (ML), pseudo-maximum likelihood, the method of moments, and recent work by statisticians on methods that make weak parametric assumptions. The conclusion is that an important advantage of the ML approach to the censoring problem is that it is easily extended to different data structures and different models. (Author/KC)

ED 173 210 SO 011 768

Fennell, Mary L. And Others

Final Report for Dynamic Models for Causal Analysis of Panel Data. Quality of Maximum Likelihood Estimates of Parameters in a Log-Linear Rate Model. Part III, Chapter 3.

Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-NIE-G-76-0082
Note-31p.; For related documents, see SO 011 759-772
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bias, *Data Analysis, *Educational Change, Measurement Techniques, Models, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, Statistical Bias, *Validity

This document is part of a series of chapters described in SO 011 759. This chapter reports the results of Monte Carlo simulations designed to analyze problems of using maximum likelihood estimation (MLE: see SO 011 767) in research models which combine longitudinal and dynamic behavior data in studies of change. Four complications censoring of observations, small sample size, collinearity among causal variables, and model misspecification influence the quality of all ML estimates of parameters in a log-linear rate model when data consists of lengths of time between events. Separate sections of the document outline the model studied, formally present the method of maximum likelihood estimation, discuss previous findings on the quality of ML estimates of parameters of rate models, and describe the method and results of generating the Monte Carlo data. Results of the Monte Carlo experiments indicate that the quality of MLEs of a correctly specified log-linear rate model is generally good. For the correctly specified model, censoring seems to be the most serious impediment to correct inference, but can be compensated for by increasing the sample size. Findings also indicate that misspecification noticeably reduces the quality of estimates, and that sample size, censoring, and collinearity affect quality quite differently in the misspecified and correctly-specified models. (Author/KC)

ED 173 211 SO 011 769

Carroll, Glenn R. And Others

Final Report for Dynamic Models for Causal Analysis of Panel Data. The Impact of Measurement Error in the Analysis of Log-Linear Rate Models: Monte Carlo Findings. Part III, Chapter 4.

Stanford Univ., Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Grant-NIE-G-76-0082

Note-49p.; For related documents, see SO 011 759-772

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Analysis, *Educational Change, Measurement Techniques, Models, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This document is part of a series of chapters described in SO 011 759. The chapter advocates the analysis of event-histories (data giving the number, timing, and sequence of changes in a categorical dependent variable) with maximum likelihood estimators (MLE) applied to log-linear rate models. Results from a Monte Carlo investigation of the impact of measurement error on the performance of MLE applied to a log-linear rate model are reported. Sections of the document describe constant rate models of both a single event and a multiple event, examine complications created by errors in recording the timing of events, focus on the same complication for the multivariate rate model, and consider consequences of measurement error in the exogenous variables for this model. Results indicate that the performance of MLE in rate models is good. Also, measurement error in the waiting time and in exogenuous variables causes only minimal deterioration in estimator quality. The studies suggest that the most pronounced effects of measurement error can be avoided if the investigator does not impose arbitrary censoring points upon complete event-histories. When data on the timing of natural events are available, they should be used in entirety. (Author/KC)

ED 173 212 SO 011 770

Carroll, Glenn R. And Others
Final Report for Dynamic Models for Causal Analysis of Panel Data. Alternative Estimation Procedures for Event-History Analysis: A Monte Carlo Study. Part III, Chapter 5.
Stanford Univ., Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-76-0082
Note-46p.; For related documents, see SO 011 759-772
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Analysis, *Educational Change, Measurement Techniques, Models, Research Design, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, *Validity

This document is part of a series of chapters described in SO 011 759. The chapter examines the merits of four estimators in the causal analysis of event-histories (data giving the number, timing, and sequence of changes in a categorical dependent variable). The four procedures are ordinary least squares, Kaplan-Meier least squares, maximum likelihood (ML) and partial likelihood (PL). Eight sections comprise the report. Section I introduces the problem. Section II presents a short description of the event-history model and its appropriate use. The model is appropriate when data containing exact timing of events is available across units. For example, a political sociologist may want to test the hypothesis that the rate of collective violence in nation-states increases with the power of a state when the level of economic development is held constant. A report of Monte Carlo experiments designed to compare the four procedures follows. Topics include small sample properties, normal, lognormal, and uniform exogenous variables, random gamma disturbance, and time-dependent disturbances. Results indicate that both ML and PL procedures yield similar estimates, especially at high levels of censoring. ML estimation is slightly superior for time-independent data with or without random disturbances and PL estimation performs slightly better when the rate is time-dependent. (Author/KC)

ED 173 213 SO 011 771

Tuma, Nancy Brandon

Final Report for Dynamic Models for Causal Analysis of Panel Data. Effects of Labor Market Structure on Job-Shift Patterns. Part III, Chapter 7.

Stanford Univ., Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Grant-NIE-G-76-0082

Note-54p.; Paper presented at Annual meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978); For related documents, see ED 162 047 and SO 011 759-772

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Conceptual Schemes, *Employment Patterns, Employment Statistics, *Labor Force, *Labor Market, Measurement Techniques, Occupational Mobility, *Research Design, *Research Methodology, Sociometric Techniques, Theories

The document, part of a series of chapters described in SO 011 759, presents an overview of theories about the labor market structure, suggests hypotheses about patterns of job shifts, and describes methods and results of testing these hypotheses. Three sections comprise the document. Section I defines basic labor market terms. Section II considers alternative explanations of the dependence of job-shift patterns on labor market structure and reviews literature concerning flexible and inflexible employment conditions. Flexible conditions occur when an employer can readily adjust an employer's wage up or down and either employer or employee can terminate the match at any time, whereas inflexible conditions assume that employers cannot readily adjust an employer's wage or terminate employment. In this section the author also proposes a new model for analyzing job shift patterns. Section III discusses a study of job shift patterns for full time jobs of civilian nonagricultural male workers in the labor force in 1968. Job rewards (wages and prestige) and personal resources (education and ability) were the basic variables. Results indicate that the proportion of job shifts accompanied by gains in prestige and wages exceeds those accompanied by losses. The finding is consistent with the argument that employment tends to be more inflexible in large firms than in small ones, assuming that most intrafirm moves originate in large firms. Also, the effect of education on upward moves is greater for interfirm moves than for intrafirm moves. Finally, the results indicate that determinants of a job shift rate depend on a person's social location and not just on his characteristics. (Author/KC)

ED 173 214 SO 011 772

Tuma, Nancy Brandon

Final Report for Dynamic Models for Causal Analysis of Panel Data. When Can Interdependence in A Dynamic System of Qualitative Variables Be Ignored? Part III, Chapter 8.

Stanford Univ., Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Dec 78
Grant-NIE-G-76-0082; Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Analysis, *Educational Change, Measurement Techniques, *Research Design, *Research Methodology, *Research Problems, *Social Change, Social Science Research, Sociometric Techniques, Statistical Bias, *Validity

This document is part of a series of chapters described in SO 011 759. This chapter offers guidelines for studying change in dynamically interdependent variables, even when a model that ignores interdependence is estimated. Many sociological studies concern dynamically interdependent variables; for example, in a study of female employment, a woman's employment may influence and be influenced by her marital status. The report addresses these issues: Under what circumstances do inferences based on a misspecified model (one that ignores interdependence among variables) lead to errors that are comparatively small and what kinds of research designs minimize errors and what kinds accentuate them? Separate sections examine assumptions of models, implications of bivariate and univariate models, research design, and procedures and findings for the 28 bivariate processes considered. Results indicate that biases from ignoring dynamic interrelationships tend to increase with the degree of interdependence of the variables. However, under some circumstances, biases are not large when interdependencies are ignored. If the variable being studied changes more slowly than the ignored variable, biases are relatively small. For example, research on marital stability may ignore changes in employment status, but not the reverse. Advantages of using event-history and panel analyses are also discussed. (Author/KC)

ED 173 215 SO 011 774

Berman, Edward H.

Ethnic Heritage Project General Bibliography.

Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 77

Note-49p.; For related documents, see ED 150 043 and SO 011 775-786; Page 12 is missing and therefore not available in original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Culture, American Indians, Blacks, Chinese Americans, Civil Rights, Cultural Awareness, Cultural Education, Cultural Enrichment, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Instructional Media, Japanese Americans, Literature, Poetry, Social History, *Social Studies

Identifiers-Ethnic Heritage Studies Program Act

The document lists approximately 280 ethnic heritage-related materials. Bibliographic citations for anthologies, plays, speeches, autobiographies, films, filmstrips, study guides, curriculum outlines, learning activities, and critical and historical studies for works published from 1950 through 1976 are annotated. The materials consider cultural conflicts, chronicle the history of cultural groups in the United States, and present the art, music, dance, literature, and religion of ethnic groups. The general bibliography categories are American Indian, Asian, Australian, Black American, Caribbean, Chinese, French, German, Greek, Irish, Italian, Japanese, Jewish, Latin American, Polish, Puerto Rican, Russian, Spanish/Portugese, General, and Professional. Entries are organized alphabetically by author according to type of material. (DB)

ED 173 216 SO 011 775

Colbert, Theresia
Ethnic Heritage Studies: Ethnic Heritage Foods. Experimental Unit.
Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-77
Note-70p.; For related documents, see ED 150 043 and SO 011 776-786
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, Cooking Instruction, *Cultural Awareness, *Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Food, Foreign Countries, Home Economics Education, *Multicultural Education, Social Studies
Identifiers-Ethic Heritage Studies Program Act

Designed to foster communication across intercultural/ethnic lines, this teaching guide focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, Chinese, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses with a suggested time period of two or three weeks. (Author/CK)

Yang, Daisy

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-77

Note-26p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Art, *Art Activities, Behavioral Objectives, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Foreign Countries, Haiku, Manuscript Writing (Handlettering), *Multicultural Education, Social Studies, Theater Arts

Identifiers-Asia (East), Ethnic Heritage Studies Program Act

This teaching guide focuses on four forms of arts and crafts popular in China, Korea, and Japan, and explores the effects, if any, on American culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The objective of this unit is to help students understand and appreciate East Asian calligraphy, haiku, ikebana, and shadow theater. Suggested time period is one or two weeks. The guide includes a pretest, four behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets illustrating haiku, ikebana, and calligraphy. A posttest asking for definitions of the crafts, examples of use in Louisville, and student feelings about East Asian art is included, plus a bibliography of resources and materials. (Author/CK)

ED 173 218 SO 011 777

Halsell, Meyzeek

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-77

Note-23p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*African Literature, American Literature, Behavioral Objectives, *Black Literature, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Ethnic Groups, *Ethnic Studies, Foreign Countries, *Multicultural Education, Secondary Education, Social Studies

Identifiers-Ethnic Heritage Studies Program Act

This teaching guide emphasizes the similarity of themes in black African and black American literature and the contribution black writers have made to American literature. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives of this unit are to recognize common themes in black African and black American literature and to appreciate several literary selections by black American authors as representative of their contribution. Planned as a supplement for an English course, suggested time to allocate for the unit is at least two weeks. The guide includes a pretest, a posttest, and four behavioral objectives accompanied by instructional strategies and facilitating materials. These encourage defining terms, reading, discussion, and writing compositions and reports, among other activities. A bibliography of resources is appended. (Author/CK)

ED 173 219 SO 011 778

Egginton, Everett

Pretest/Posttest Attitudinal Survey.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Jan 77

Note-8p.; For related documents, see ED 150 043 and SO 011 775-786; Testing charts may not reproduce clearly in paper copy due to small print type

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, Bias, *Cultural Awareness, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Post Testing, Pretests

Identifiers-Ethnic Heritage Studies Program Act

This survey is designed to measure student attitudes both before and after an ethnic study unit is taught. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The test is comprised of 79 statements, such as A free society is one in which people with different backgrounds and beliefs can still work together for a common goal.'' Students have four choices they indicate whether they strongly disagree, disagree, agree, or strongly agree with the statements made, making their choice twice, once for the way it is,'' and once for the way it ought to be.'' Other statements include People should accept each other's ways of thinking and behaving,'' Often schools look upon ethnic studies as a way to please the community,'' I am often torn between what my family wishes me to do and what my peers wish me to do,'' I don't care what people say, I've found that there is some truth to every stereotype,'' It shouldn't make any difference whether your doctor is a man or a woman,'' and I can usually tell what a person is like by the way he/she is dressed.'' (CK)

ED 173 220 SO 011 779

Redford, Dale

Ethnic Heritage Studies: Cultural Pluralism. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-77

Note-40p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Concept Teaching, Cultural Awareness, *Cultural Background, *Cultural Pluralism, Discussion Groups, Educational Objectives, *Ethnicity, *Ethnic Studies, *Multicultural Education, Secondary Education, Social Problems, Social Studies, Teaching Methods

Identifiers-Ethnic Heritage Studies Program Act

A variety of individual and group activities which require students to examine their ethnic background and their personal values related to cultural pluralism are included in this teaching guide. The unit is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to ensure that students understand the positive aspects of our pluralistic society; recognize diversity of culture, ethnicity, and custom as a strength; examine real problems and real people of various cultures; and participate in experiences that will help build positive attitudes and acceptance of their own and other cultural groups. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional activities, facilitating materials, and comments to the teacher. There are eight study guides in the appendices: Why Cultural Pluralism?,'' a glossary of terms, Inner Values Related to Culture,'' Group Processes,'' two diagrams for discussion leaders, Conducting a Class Meeting,'' and Contemporary American Problems Study Guide.'' A bibliography of resource material is included. (Author/CK)

ED 173 221 SO 011 780

Brothers, Lynn

Ethnic Heritage Studies: Family History Project. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-76
Note-46p.; For related documents, see ED 150 043 and SO 011 775-786; Map of Kentucky on page 13 may not reproduce clearly in paper copy due to small print type of original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Family (Sociological Unit), *Family Background, Interviews, *Multicultural Education, Social History, Social Influences, Social Studies, *Socioeconomic Background, Student Research
Identifiers-Ethnic Heritage Studies Program Act

This teaching guide presents a personal approach to America's past by having students prepare their own family's social geneological history. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to develop an understanding of the ways in which an individual's life is affected by his family background. Planned as a supplement for social studies courses, suggested time allotment is one to two weeks. The guide is comprised of a pretest, four behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. Also included are 10 worksheets for the student: a family history chart; family group sheet; tips and suggested questions for interviewing; a list of geneological sources of information, suggestions on how to organize a report, and tips on how to write and analyze an obituary. A posttest and bibliography of resources conclude the unit. (Author/CK)

ED 173 222 SO 011 781

Keepers, Beverly

Ethnic Heritage Studies: The American Woman. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-76

Note-29p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Commercial Television, Educational Objectives, Employment Opportunities, *Ethnic Studies, Family Characteristics, *Females, *Role Perception, Secondary Education, *Sex Role, *Sex Stereotypes, Social Studies, Student Attitudes, Television Research

Identifiers-Ethnic Heritage Studies Program Act

Providing information and activities designed to dispel sex role socialization, myths, and stereotypes as bases for prejudiced views, this teaching guide focuses on the American woman's image and diverse roles in our society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. Major objectives for this unit are to help students become aware of their attitudes toward the image and roles of American women, and to recognize women as individuals. Planned as a supplement to social studies, home economics, and English courses, suggested time allotment is one to three weeks. The guide includes a student attitudinal survey meant to be used as both pretest and posttest, and eight behavioral objectives accompanied by instructional strategies and listing facilitating materials. These are designed to ferret out and discuss student and media attitudes about both males and females, encourage reading, discussion, and opinion formation based on objective analysis. Two worksheets are included to aid the student in analyzing women on television, and women in employment. A bibliography of resources and materials conclude the unit. (Author/CK)

ED 173 223 SO 011 782

Allen, Talbott

Ethnic Heritage Studies: German-American Profiles and Contributions Major Figures. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-76

Note-29p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Cultural Awareness, *Cultural Background, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Foreign Countries, Foreign Culture, Immigrants, *Multicultural Education, Social Studies

Identifiers-Ethnic Heritage Studies Program Act, *German Americans

This teaching guide focuses on several prominent German-Americans and their contributions to American life, and provides some insights into German culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to acquaint students with German-Americans such as Albert Einstein, Dwight Eisenhower, Lilli Lehmann, John Steinbeck, "Babe" Ruth, and Karen Horney, to help students recognize contributions to and effects on American life of these prominent people; and to provide background information on German culture. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional strategies and facilitating materials, including group discussion, independent research, and role playing. A worksheet, designed to aid the student in doing independent research, lists the prominent persons. A bibliography of resources concludes the unit. (Author/CK)

ED 173 224 SO 011 783

Langnehs, Chic

Ethnic Heritage Studies: German-American Profiles and Contributions: Levi Strauss. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-76

Note-24p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, Citizenship, Clothing, *Cultural Background, Definitions, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Immigrants, *Jews, Multicultural Education, Social Studies

Identifiers-Ethnic Heritage Studies Program Act, *German Americans

This teaching guide focuses on the German-American immigrant experiences and the contribution of Levi Strauss. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to acquaint the student with the German immigration experiences, immigration processes, and Strauss' contributions, namely, the imaginative and creative use of denim. Content focuses on definitions, discussion of reasons for immigration, immigration and citizenship procedures, comparison of 19th century economic opportunities available in America and Europe, and listing uses of denim in contemporary society. Planned as a supplement for social studies courses, suggested time allotment is two weeks. The guide includes a pretest, a posttest, five behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. A bibliography concludes the unit. (Author/CK)

Freepartner, Susan

Ethnic Heritage Studies: Northern European Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-76
Note-29p.; For related documents, see ED 150 043 and SO 011 775-786
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food, Foreign Countries, *Multicultural Education, Social Studies
Identifiers-Ethnic Heritage Studies Program Act, Europe

This teaching guide focuses on the Northern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Scandinavia, the Soviet Union, the Netherlands, the Balkans, Germany, Poland, Belgium, Switzerland, and France, noting cultural, historical, social, and religious influences on foods. Planned as a supplement for a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets asking questions about Scandinavian, Russian, and German cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

Freepartner, Susan
Ethnic Heritage Studies: Southern European Foods. Experimental Unit.
Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-76
Note-30p.; For related documents, see SO 011 775-786
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food, Foreign Countries, *Multicultural Education, Social Studies
Identifiers-Ethnic Heritage Studies Program Act, Europe

This teaching guide focuses on the Southern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Spain, France, Portugal, Italy, and Greece, noting cultural, historical social, and religious influences on foods. Planned as a supplement to a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and four worksheets asking questions about Italian, French, Greek, Spanish, and Portuguese cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

ED 173 227 SO 011 786

Langnehs, Chic

Ethnic Heritage Studies: The Immigrant Experience: The Long, Long Journey. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-76

Note-27p.; For related documents, see SO 011 775-785; Certain pages may not reproduce clearly in paper copy from EDRS due to bleeding through of words throughout original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acculturation, Behavioral Objectives, Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, *Immigrants, Multicultural Education, Social Studies

Identifiers-Ethnic Heritage Studies Program Act

This teaching guide focuses on the dreams and realities of one family's immigration and assimilation into the American society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to help students understand and appreciate the immigrant experience, stressing such concepts as assimilation, conformity, prejudice, discrimination, poverty, and peer group. Planned as a supplement for social studies or English, it is suggested that one week be spent on the unit. The guide includes a pretest and seven behavioral objectives accompanied by instructional strategies and listing facilitating materials. The film The Immigrant Experience: The Long, Long Journey'' is used for class discussion, analysis, essay writing, and role playing. A worksheet suggesting ideas for a role-playing skit illustrating assimilation problems, a posttest, and bibliography of resources conclude the unit. (Author/CK)

ED 173 228 SO 011 790

Hunt, Anne And Others
Concept of Culture. An Introductory Unit. Teacher Manual Georgia Univ., Athens. Anthropology Curriculum Project.; Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Nov 68
Contract-OE6-10-061
Note-142p.; For related documents, see ED 080 276-281; ED 095 076, ED 114 357, ED 124 484, ED 166 089, and SO 011 790-805
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, Comparative Analysis, *Concept Teaching, Cultural Environment, *Cultural Factors, *Culture, Educational Objectives, Elementary Education, Instructional Materials, *Learning Activities, Pictorial Stimuli, Research Methodology, Social Studies, Social Studies Units, *Teaching Methods
Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, this document presents lesson plans and a pupil activity book introducing some basic anthropological concepts to students in grades K-1. The objective is to aid teachers in helping young children acquire an understanding of the concepts anthropologists use to observe, describe, and report social phenomena. The teacher's manual consists of 34 lessons covering important anthropological concepts and study methods, plus aspects of American, Kazak, and Arunta cultures, such as shelter, artifacts, family roles, community life, and religion. Each lesson states the learning objective; lists needed materials, key words, and prerequisites; details suggestions for teaching procedures; and summarizes the lesson, sometimes suggesting reinforcing activities. The lessons are planned to last 15-20 minutes daily for four days a week, requiring approximately nine weeks to complete. The student activity book contains 47 pictures with captions illustrating the daily lessons. The objective is to encourage the child to search for the concept illustrated and to express it in his own words. It also includes two maps, one page with large-print words describing anthropological methods, and five review activity pages. (CK)

ED 173 229 SO 011 791

Hunt, Anne And Others

Concept of Culture. Teacher's Guide, Grade One. Publication No. 2.

Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date-Apr 77

Contract-H-128/OE-4-10-204

Note-55p.; For related documents, see SO 011 790-794

Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthropology, Comparative Analysis, *Concept Teaching, Cultural Environment, *Cultural Factors, *Culture, Definitions, Educational Objectives, Elementary Education, Grade 1, Instructional Materials, Learning Activities, Social Studies, Social Studies Units, *Teaching Methods, Vocabulary Development

Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, this teaching guide presents lesson plans introducing basic anthropological concepts to students in the first grade. The objective is to aid teachers in helping young children acquire an understanding of the concepts anthropologists use to observe, describe, and report social phenomena. This guide consists of lessons planned to take one hour per day for approximately 20 school days covering important anthropological concepts and study methods. Lessons are designed to help students compare aspects of American, Kazak, and Arunta cultures such as housing; material culture (tools, clothing, transportation modes); earning a living; family and community organization; and religion. Each section begins with a word list of anthropological terms (such as ethnography, matriarchical, endogamy, adobe), ranging from 24 to 103 words. It continues by listing educational objectives, and concludes with suggested review questions. The final chapter suggests 12 learning activities, including creating a scrapbook of magazine pictures about American culture; making a mural, model, or diorama; and inviting parents to a program. A bibliography geared to the first grade is included. A 17-page glossary, designed to help the teacher by defining the words in the word list, concludes the guide. (CK)

ED 173 230 SO 011 792

Concept of Culture. Arunta Kazak American. Grades 1 and 4. Publication No. 6-7 Revised.

Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Sep 68
Note-60p.; For related documents, see SO 011 790-794
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Comparative Analysis, Cultural Environment, *Cultural Factors, Cultural Traits, *Culture, Elementary Education, Instructional Materials, *Pictorial Stimuli, Social Studies, Social Studies Units, Tribes
Identifiers-Anthropology Curriculum Project

This student guide illustrates the Arunta, the Kazak, and the American cultural systems. It is part of the Anthropology Curriculum Project and is designed to be used in conjunction with curriculum guides for grades 1 and 4 (SO 011 790-795). This booklet consists of three sections exploring universal anthropological concepts through both pictures and captions. Section I illustrates the aboriginal Arunta tribe, beginning with a map of Australia showing where they live. The line drawings continue by picturing their shelter, mode of transportation, tools, kinds of food, family life, child acculturation methods, family and community organization, and religion. Section II treats the Russian sheep herding Kazak tribe using the same cultural indicators shelter, economics, social organization, and religion in the same order to facilitate comparisons. Section III pictures the same indicators for the American way of living, but the text is more extensive because of the higher complexity and variety of industrial society, and because it compares the different ways the three cultures fulfill the same basic needs. (CK)

ED 173 231 SO 011 793

A Sequential Curriculum in Anthropology. Test: Form 1, Composite Form for Pre- and Post-test. Publication No. 40.

Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Jan 70
Contract-H-128/OE-4-10-204
Note-10p.; For related documents, see SO 011 790-794
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Concept Teaching, *Cultural Factors, *Cultural Traits, *Culture, Elementary Education, Multiple Choice Tests, Post Testing, Pretests, Social Studies
Identifiers-Anthropology Curriculum Project

This composite form for pretest and posttest measures students' knowledge of anthropological concepts, study methods, and words, the Arunta and Kazak tribes, and the American way of life. It is part of the Anthropology Curriculum Project and is designed to be used with curriculum guides for grades 1 and 4 (SO 011 790-795). The test consists of 30 multiple-choice picture questions. Each question makes a statement and the student must choose one of four pictures that answers that question. Sample statements include 1) Mark the picture that shows a religious ceremony,'' (Pictures of a runner at the finish line, a logger, a bullfighter, and an Arunta tribesman in ceremonial dress); 2) Mark the one which is not a place where people live,'' (pictures of a hut, a church, a pueblo, and a castle); 3) Mark the picture that is not a method used in studying man,'' (pictures of a man watching a movie, talking to people, lecturing, and hunting); and 4) Mark the animal whose skin is used for clothing;'' (pictures of a dog, a sheep, a cow, and a horse). (CK)

ED 173 232 SO 011 794

Hunt, Anne And Others

The Concept of Culture. Teacher's Background Material for the American, the Arunta, the Kazak. Grade One and Grade Four. Publications No. 3, 4 and 5.

Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date-Mar 65

Contract-H-128/OE-4-10-204

Note-86p.; For related documents, see SO 011 790-794

Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthropology, Comparative Analysis, *Concept Teaching, Cultural Environment, *Cultural Factors, *Cultural Traits, *Culture, Definitions, Elementary Education, Instructional Materials, Social Studies, Social Studies Units

Identifiers-Anthropology Curriculum Project

This guide presents background material to acquaint elementary social studies teachers with the cultural systems of the Arunta and Kazak tribes and the more technologically sophisticated American way of life. It is part of the Anthropology Curriculum Project and is designed to be used in conjunction with curriculum guides for grades 1 and 4 (SO 011 790-795). This booklet is organized into three sections which describe each system in terms of cultural universals including housing, clothing, tools, transportation, communication, ways of earning a living, social organization in the home and community, and religion. It defines each universal, describes its functions, and examines the factors governing choices made by each culture. Section I describes the American way of life, its technological sophistication and variety, its money-based economy, nuclear family structure, and need for elected community leaders. Section II examines the Australian aboriginal Arunta tribe, focusing on its very simple economic systems and social organization. Section III explores the sheep herding Kazaks, a southern Russian tribe whose culture is more sophisticated than the Arunta but much less so than the American. The text emphasizes anthropological concepts and terms throughout, delineating their meanings and uses, and calling attention to their importance by underlining them. A bibliography concludes each section of text. (CK)

Outline of Basic Concepts in Anthropology. Publication No. 1.

Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Nov 70
Note-12p.; For related documents, see SO 011 790-804 and ED 095 076
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancient History, *Anthropology, *Concept Teaching, *Culture, Economics, Elementary Secondary Education, Evolution, Human Development, Instructional Materials, Paleontology, Religion, Social Structure, Social Studies, Social Studies Units, Technology
Identifiers-Anthropology Curriculum Project

This teaching aid outlines basic anthropological concepts described in the various units of the Anthropology Curriculum Project. The outline of important concepts to be learned is intended to be used by the teacher in conjunction with the other instructional materials in each unit. The introduction defines anthropology, its branches and purposes. Other topics covered are evolution, fossil man, race, culture, old world prehistory, new world prehistory, technology, economics, kinship, political and non-kin groups, religion, and life cycle. The outline is arranged in 13 short sections, each dealing with a topic covered by one or more of the related units. Each topic, defined and discussed in short sentences, includes from three to 13 subtopics. (CK)

ED 173 234 SO 011 796

Austin, Carol E. And Others

The Development of Man and His Culture: New World Prehistory. Grade Two. Teacher's Guide Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date-Mar 66

Contract-H-128/OE-4-10-204

Note-259p.; For related documents, see SO 011 790

Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American History, *American Indian Culture, *Anthropology, *Archaeology, Culture, Elementary Education, Field Studies, Grade 2, *Hopi, Instructional Materials, Multiple Choice Tests, Research Methodology, Scientific Methodology, Social Studies, Social Studies Units, *Teaching Methods

Identifiers-Anthropology Curriculum Project

The social studies unit includes a teaching guide, teacher background material, student text, study guide, and composite pretest/posttest. Subject matter focuses on archaeological methods, history of man in America, and the Hopi Indians in the past and present. The unit is part of the Anthropology Curriculum Project and is designed to be used in the second grade one hour daily for 20-30 days. The unit objective is to provide students with a background for the understanding of man and his culture. Subject material is divided into three sections: a discussion of archaeologists and their methods, the origins and development of the American during the prehistoric period, and the Hopi Indians as an example of the continuation of the Southwest formative way of life into the 20th century. The teacher's guide suggests lesson plans for the unit, listing vocabulary, objectives and content, activities, review questions, educational media, and definitions. The teacher background materials examine the three subjects in detail and include charts, maps, and bibliographies. Drawings, maps, and charts illustrate the large print pupil text. The pupil's study guide introduces each subject, lists key words and ideas, suggests activities, encourages independent thinking by asking questions not answered in the text, and offers review questions. A vocabulary list and study exercises conclude the guide. The composite form for the pretest and posttest consists of 30 multiple-choice picture questions. (CK)

Concept of Culture. Grade 4. Teacher's Background Material: Enculturation, Cultural Variation, Culture Dynamics Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-65
Contract-H-128/OE-4-10-204
Note-130p.; For related documents, see SO 011 790, SO 011 795
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation, *Anthropology, Comparative Analysis, *Concept Teaching, Cultural Environment, *Cultural Factors, Cultural Traits, *Culture, Definitions, Educational Objectives, Elementary Education, Grade 4, Instructional Materials, Learning Activities, Social Studies, *Social Studies Units, Vocabulary Development
Identifiers-Anthropology Curriculum Project

This social studies unit includes teacher background material, a student text, study guide, and composite pretest/posttest explaining and discussing cultural concepts. It is part of the Anthropology Curriculum Project and is designed to be used in grade 4. The unit objective is to provide students with a background for understanding man and his culture. Subject material is divided into five sections: an explanation of anthropological terms and components, cultural universals and variation, enculturation, and cultural dynamics. The teacher background materials discuss the subjects in detail, emphasizing enculturation, cultural variation, and cultural dynamics. The 54-page pupil text clarifies these subjects by using examples from the Arunta, Kazak, and American way of life. The pupil's study guide introduces each subject, lists key words and ideas, suggests activities, encourages independent thinking by asking questions not answered in the text, and offers review questions. A 14-page glossary defining words underlined in the text concludes the guide. The composite pretest/posttest consists of 50 multiple-choice questions, plus 10 optional questions on cultural dynamics. (CK)

ED 173 236 SO 011 798

Potterfield, James E. And Others
The Development of Man and His Culture: Old World Prehistory. Grade 5. Teacher Guide Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No.-23; 24; 25; 31; 43
Pub Date-Mar 66
Contract-H-128/OE-4-10-204
Note-312p.; For related documents, see SO 011 790
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancient History, *Anthropology, *Archaeology, Culture, Elementary Education, *Evolution, Grade 5, Heredity, *Human Development, Instructional Materials, *Paleontology, Research Methodology, Scientific Methodology, Social Studies Units, *Teaching Methods
Identifiers-Anthropology Curriculum Project

This social studies unit includes a teaching guide, student text, study guide, teacher background material, and composite pretest/posttest covering archaeological methods, evolution, fossils and man, and development of culture during the prehistoric periods in the Old World. It is part of the Anthropology Curriculum Project and is designed for grade 5. The unit objective is to provide students with a background for understanding man and his culture. Subject material is divided into four sections: a discussion of archaeologists and their methods, evolution and subsequent scientific theories, the development of fossil man, and technological advances made during prehistoric periods. The teacher's guide suggests lesson plans for the unit, listing vocabulary, objectives and content, activities, review questions, educational media, and definitions. Drawings, maps, and charts illustrate the pupil text. The pupil's study guide introduces each subject, lists key words and ideas, suggests activities, encourages independent thinking by asking questions not answered in the text, and offers review questions. A glossary and 181 completion exercise sentences conclude the section. The teacher background materials examine the subjects in detail, including charts, maps, and bibliographies. A composite form for the pretest/posttest consists of fifty multiple-choice questions. (CK)

ED 173 237 SO 011 799

Thomas, Georgelle
Archeological Methods. A Programmed Text Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Feb 67
Note-109p.; For related documents, see SO 011 790; SO 011 798
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051) - Non-Print Media (100)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancient History, *Anthropology, *Archaeology, Cultural Factors, *Culture, Elementary Education, Grade 5, History Instruction, Instructional Materials, Multiple Choice Tests, *Programed Instruction, Programed Materials, Programed Units, Research Methodology, Scientific Methodology, Social Studies, Social Studies Units, Vocabulary Development
Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, the document introduces basic archaeological methods. It is intended for use by students in 5th grade social studies courses. The document contains a programmed text, a pronunciation guide for archaeological terms, and a multiple-choice test. The bulk of the document, the programmed text, proceeds according to a question/answer format. Students are directed to fill in blanks, complete language puzzles, match correct responses, define terms, and circle correct answers. They are then directed to proceed through the text to find correct responses to the questions. The pronunciation guide lists and divides into syllables over 25 vocabulary terms from the programmed text. The archaeological methods test presents 50 multiple-choice questions based on the text. An answer key is provided. Also available to accompany the unit is a tape to aid students in acquiring the new vocabulary. (DB)

ED 173 238 SO 011 800

Sieg, Edward Chan, Ed.

How We Learn about the Past.

Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date-68

Note-1p.; For related documents, see SO 011 790

Available from-International Film Bureau Inc., 332 S. Michigan Avenue, Chicago, Illinois 60604 ($350.00, 16mm sound film)

Pub Type- Non-Print Media (100)

Document Not Available from EDRS.

Descriptors-Adult Education, American Indian Culture, *Anthropology, *Archaeology, Concept Formation, Concept Teaching, *Culture, Data Analysis, Elementary Secondary Education, Higher Education, *History, History Instruction, Locational Skills (Social Studies), Regional Characteristics, Research Methodology, Scientific Attitudes, Scientific Methodology, Skill Development, *Teaching Methods

Identifiers-Anthropology Curriculum Project

The 30-minute color 16mm sound film, available from the International Film Bureau, introduces students to the science of archaeology. Originally intended by developers of the Anthropology Curriculum Project as part of an elementary school unit on culture, the film can also be used in high school and university level anthropology and history courses and in museum education programs. Focusing on archaeological methods, the film shows how archaeologists working in the southeastern United States locate and excavate a site and examine their findings. Information is presented on preliminary research, surveying and mapping, digging, removing and cleaning objects, cataloging, preserving, and dating artifacts by stratigraphy and Carbon 14 methods. Final scenes show artifacts of the Etowah Indians uncovered by archaeologists in Georgia and explain how archaeologists record and publish findings for the benefit of other scientists interested in similar areas or methods. (DB)

ED 173 239 SO 011 801

Thomas, Georgelle Fishburne, Robert P.
Evolution: A Programmed Text Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Mar 71
Note-105p.; For related documents, see SO 011 790 ; Light type may not reproduce clearly
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051) - Non-Print Media (100)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, Biology, Definitions, Elementary Secondary Education, *Evolution, Genetics, Grade 5, Grade 6, Grade 7, Heredity, Instructional Materials, Junior High School Students, *Programed Instruction, Programed Materials, Programed Units, Reproduction (Biology), Science Education, Social Studies, Social Studies Units, Teaching Methods, Vocabulary Development
Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, the document contains a programmed text on evolution and a vocabulary pronunciation guide. The unit is intended for use by students in social studies and science courses in the 5th, 6th, and 7th grades. The bulk of the document, the programmed text, is organized in a question answer format. Students are directed to fill in blanks, complete sentences, compile lists and then to turn the page and check their answers against the correct responses. Background information is interwoven throughout the text on a variety of evolution-related topics including various explanations of evolution, genes, inheritance, mutation, genetic drift, heredity, species, adaptation, natural selection, and comparative anatomy. The pronunciation guide which accompanies the programmed text lists and divides into syllables 21 evolution-related vocabulary words. Also available to accompany the text and pronunciation guide is a tape recording of the 21 vocabulary words which is intended to enable students to hear and practice saying the words. (DB)

Persing, Pauline K. And Others
Life Cycle: Teacher Background Material Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Jan 69
Contract-H-128/OE-4-10-204
Note-249p.; For related documents, see SO 011 790
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescence, Adults, *Anthropology, Beliefs, Childhood, Comparative Analysis, Concept Formation, Concept Teaching, *Cultural Environment, Cultural Factors, *Culture, Economic Factors, *Environmental Influences, Grade 7, Human Geography, Instructional Materials, Learning Activities, Resource Materials, Secondary Education, Social Factors, Social Studies Units, *Sociocultural Patterns, Teaching Methods
Identifiers-Anthropology Curriculum Project

This document on the life cycle contains the 7th grade teacher background material, student activities component, and a unit test. The major objective of the unit is to encourage students to think critically about their own past and future through examination of how people in various cultures live. The teacher background component is presented in three sections. Section I introduces the concept of life cycle, presents an overview of anthropology, and describes comparative and holistic approaches to investigating cultures. Section II focuses on influences on the course of life cycle events, including heredity, nutrition, prenatal environment, disease, emotional factors, and cultural factors. Section III presents case studies of the Tiv (African tribal people), Balkan peasants, Chinese, and the American Middle class Information is presented on cultural background, life cycle stages, and on contrasting life cycle characteristics among groups. The student textbook and activities component is presented in seven chapters. Chapter I introduce anthropological terms and concepts; explore how and why students should study the life cycle and outlines major life cycle stages; offer an overview of American, Chinese, Tiv, and Balkan cultures; and compare, contrast, and summarize infancy, childhood, and adulthood in the four cultures. An appendix presents review questions, activities, resource material, and vocabulary. The test component includes 50 multiple-choice questions based on material presented in the teacher and student texts. (DB)

ED 173 241 SO 011 803

Ramsay, Alexandra Sebeok, Thomas A.

Language: Anthropology and Communication Georgia Univ., Athens. Anthropology Curriculum Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-68
Contract-H-128/OE-4-10-204
Note-129p.; For related documents, see SO 011 790
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Communication (Thought Transfer), Cultural Awareness, Cultural Differences, *Cultural Factors, Culture, Instructional Materials, Junior High School Students, *Language, Learning Activities, *Linguistics, Resource Materials, Secondary Education, Social Studies, Social Studies Units, Teaching Methods
Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, the document introduces social studies classroom teachers and junior high school students to the study of language and emphasizes the importance of language as a part of culture. The document contains a teacher background component and a student text. The teacher background material is presented in five chapters. Chapter I introduces the concept of communication, reviews the communicational relationship between sender and receiver, and defines communication terms. Chapters II and III discuss linguistics and grammar, focusing on the sounds and meanings of speech and meanings of linguistic vocabulary. Chapter IV explains how the study of the history

of language helps anthropologists understand culture. The final chapter explores the relationship between culture and communication. The student text focuses on five topics, each of which is represented by a chapter ''All Men Have Language,'' ''How Language Affects Our Lives,'' ''The Nature of Language,'' ''How Scientists Study Language,'' and ''Languages are Always Changing.'' For each topic, information is presented on activities, vocabulary definitions, discussion of key concepts, tabular representation of concepts, and background information. Activities involve students in role playing, class discussion, defining terms, interpreting sounds, making tape recordings, library research, and deciphering simple linguistic codes. (DB)

ED 173 242 SO 011 804

Kleg, Milton And Others
Race, Caste, and Prejudice Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Nov 70
Note-287p.; For related documents, see SO 011 790
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Beliefs, Bias, Changing Attitudes, Concept Formation, Concept Teaching, *Cultural Factors, *Culture, Discriminatory Attitudes (Social), Ethnic Groups, Instructional Materials, *Learning Activities, Negative Attitudes, *Racial Attitudes, Secondary Education, *Social Attitudes, Social Problems, Social Studies, Social Studies Units, Stereotypes, Teaching Methods, Typology
Identifiers-Anthropology Curriculum Project

The regional and historical overview of race, caste, and prejudice is one of the units in the Anthropology Curriculum Project series. The major objective of the unit is to focus attention on discriminatory practices which grow out of physical differences and cultural attitudes. The document consists of teacher background materials and a student handbook. The teacher text is presented in three chapters. Chapter I defines race and explores the relationship between race and prejudice. Chapter II discusses social class and caste. Topics discussed include social status in open and closed societies, social stratification in different cultures (Japan, India, Europe, and the United States), and the effect of class on life chances. Chapter III relates prejudice to ethnocentrism and presents case studies of prejudice against religious, ethnic, and racial groups including blacks in the United States, Mormons, Jews, Chinese in Indonesia and Malaysia, Indians in Africa, and the Ibo in Nigeria. The student handbook is organized into four main categories activities, recall questions, discussion questions, and a glossary with a suggested reading guide for the text. Activities involve students in interviewing community members, role playing, analyzing newspaper and magazine articles, analyzing hate literature, investigating prejudice in employment and housing, and working with peers of another ethnic group. (DB)

Varisco, Daniel Martin
Bibliography of Reprints in Archaeology. Publication No. 77-1.
Georgia Univ., Athens. Anthropology Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date-Jan 77
Note-134p.; For related documents, see SO 011 790
Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (Prices are available through project)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Archaeology, Area Studies, Culture, *Educational Resources, Higher Education, Linguistics, Secondary Education, Social Studies
Identifiers-Anthropology Curriculum Project

Part of the Anthropology Curriculum Project, the bibliography lists reprints on archaeology. Intended for use by social studies teachers, college instructors, and students, the document aims to stimulate research related to anthropology and education, to suggest course readings, and to contribute to the visibility of anthropology as a school subject. The bibliography is presented in three parts. Part I lists reprints of journal articles, popular magazine articles, conference articles, excerpts from site reports, and excerpts from books alphabetically by author. Subject areas of the reprints include the history of archaeology, archaeological theory and methods, art, language, area studies, and information from related disciplines such as geology, geography, and physical anthropology. For each citation, information is presented on date of publication, title, title and date of journals in which the article has been reprinted, and pages within each journal where the reprint can be located. Part II provides an index to the reprints by world area and subject. Part III lists the anthologies and other sources used in the bibliography. Each citation includes a list of the reprinted articles and excerpts. (DB)

ED 173 244 SO 011 806

Eckholm, Erik

The Dispossessed of the Earth: Land Reform and Sustainable Development.

Worldwatch Paper 30.
Worldwatch Inst., Washington, D.C.
Pub Date-Jun 79
Note-47p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. ($2.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agriculture, Cooperation, *Developing Nations, Disadvantaged Environment, *Economic Development, Economic Disadvantagement, Food, Human Dignity, Land Settlement, *Land Use, Low Income, Needs, Nutrition, Population Trends, Quality of Life, Refugees, Relocation, Social Problems, World Problems

Major arguments and background of the worldwide land reform debate are reviewed. In developing nations in Africa, Asia, and Latin America, the control of farmland remains a principal key to wealth, status, and power. Rural landless peasants at the bottom of the socioeconomic ladder, estimated by the World Bank at more than 600 million people, are unable to meet basic needs such as food, fuel, shelter, education, health care, and family planning. Review of international agricultural output data indicates that the economic case for land reform often rivals the social case for redistributive policies. Not only do grossly skewed land ownership and oppressive tenancy conditions have social consequences, they also result in a system which uses land and capital less efficiently than small family farms. In addition to increased crop output, the economic case for land reform also rests on self-propelled economic development, full employment, and political and economic stability. However, although United Nations officials and diplomats from developing countries realize the contribution that land reform can make to agricultural progress, land reform is generally avoided by political maneuvering. The conclusion is that if developing nations combine land redistribution with population stabilization and intelligent use of foreign capital, they will generate more equitable and efficient land use. (Author/DB)

ED 173 245 SO 011 807

Miller, James R.

Values in History: Changing Interpretations of the American Presidency from 1945-1965.

Pub Date-6 Jul 79
Note-12p ; Paper presented at Conference on the Teaching of History (Denton, Texas, October 27-28, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Federal Government, Foreign Policy, Governance, *Government (Administrative Body), Governmental Structure, Government Role, *Leadership, *Political Power, Power Structure, *Presidents, Social Change, Social Sciences, *United States History

The paper traces the period 1945-65 when scholars of the American presidency changed their emphasis from the study of individual presidents to examination of the presidency itself and the powers it encompassed. The change was prompted by events such as World War II, development of the atomic bomb, and the Cold War. Evidence that mankind was capable of self-destruction and the threat of nuclear war led scholars to examine the powers of the presidency in shaping policy and leading the public. Contrary to traditional thinking, it was observed that the Presidential Cabinet was not a unified group. Richard Fenno (The President's Cabinet,'' 1959) found that each cabinet member fends for himself with little consideration for cabinet unity. Also, cabinet members tend to develop their own lines of power which may conflict with objectives of the administration. Several studies revealed that the President does not necessarily stand at the head of his party and that his leadership is not essential to the proper functioning of the party on all levels. Rather, it appears that both parties contain wings which support either the President or the Congress. One analysis of the relationship between the President and Congress showed that Congress initiated more legislation than did the President. In terms of foreign policy, the President became a figure of international leadership following World War II. (Author/AV)

ED 173 246 SO 011 808

Kinghorn, Jon Rye
Inventory of Teacher Recommendations.
Charles F. Kettering Foundation, Dayton, Ohio.
Pub Date-12 Feb 79
Note-22p.
Available from-Charles F. Kettering Foundation, 5335 Far Hills Avenue, Dayton, Ohio 45429 (single copies free)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Awareness, Educational Change, Educational Improvement, *Educational Needs, Educational Objectives, Elementary Secondary Education, *Global Approach, *Needs Assessment, Student Attitudes, Student Needs, *Teacher Attitudes

An inventory to identify the actions, attitudes, and goals that a school staff feels are important in helping the school population become globally oriented is presented. Teachers rate their feelings about statements relevant to global education on a scale of positive/neutral/negative. Section I includes statements on adult actions, attitudes, and goals. Some statements are: at the classroom and building level, teachers and students have the opportunity to interact with people of various cultural and global points of view; adults find it comfortable to examine their own school system or community; adults consider a variety of options before making decisions; and adults monitor the natural tendency to become defensive when others disagree with them. Other statements concern knowledge of social and political facts of countries, adult influence on student behavior, and access to materials. Section II comprises statements on student actions, attitudes, and goals. These statements include: students understand the cultures of influencing their classmates; students understand how they have been shaped by their own culture; students should understand the ways that nations of the world are interdependently linked; and students plan strategies and implement change. Other statements address student understanding of forces that can cause social, political, economic, and technological change, of group work, and of options and consequences involved in decision making. Section III provides space for teachers to add their own statements and outlines possible steps for achieving global awareness in the school community. (KC)

ED 173 247 SO 011 809

Wilson, Everett K.
Sociology: Scholarly Discipline or Profession?
Pub Date-8 Sep 77
Note-18p.; Paper presented as a statement introducing meetings of the Section on Undergraduate Education of the Annual Meeting of the American Sociological Association (Chicago, Illinois, September 8, 1977)
Available from-Department of Sociology, 168 Hamilton Hall, 070 A, University of North Carolina, Chapel Hill, North Carolina 27514 ($1.00)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Organization, Educational Innovation, Educational Practice, *Effective Teaching, Higher Education, *Inquiry Training, Intellectual Disciplines, Relevance (Education), *Research Methodology, *Sociology, Teaching Procedures

Because the criteria, procedures, and goals of both the discipline (research) and the profession (teaching) of sociology are similar, the teaching of sociology may be vastly improved by exploiting the discipline in which sociologists are trained. First, the extension of reliable knowledge about societal issues is a criterion of both teaching and research. Also, the process of both discipline and profession should be inquiry; good questions in the classroom and in research result in a search for multiple conditions and causes and stimulate the process of inquiry. Finally, the goals of the discipline and the profession are both the transmission and the discovery of knowledge. Thus, in order to realize the potential for superlative instruction through the application of training as researchers, a radical revision of the teaching of sociology is required. The aim of a course, like that of research, would be to pursue a question that would entail both theory and methods. The course problem would be highlighted in the syllabus and students would register for a course in which they found the question compelling. Student inquiry would deal with methods: indicators, validity, reliability, and measurement. After assembling results, students would then consider extensions and applications of their findings. Publication of these findings would represent the culmination of the course and would reveal the department's record for that semester. (Author/KC)

ED 173 248 SO 011 810

Kaplan, Bernice A.
Anthropologists in the Looking Glass.
Pub Date-Nov 78
Note-10p.; Paper presented at Annual Meeting of the American Anthropological Association (Los Angeles, California, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthropology, Group Membership, *Group Structure, Higher Education, *Professional Associations, Social History, Social Science Research, *Social Stratification, Status, Trend Analysis
Identifiers-American Anthropoligical Association

A historical and anthropological analysis of the nature of conventions held by the American Anthropological Association (AAA) is presented. The author, who is an anthropologist, plays the role of participant observer in studying the phenomenon of meetings of the AAA. During the late 1940s and early 1950s, AAA meetings were very small and scholarly. Following World War II there was a movement away from pure scholarship toward more practical applications of anthropology, probably in order to make the AAA more relevant to research being conducted and funded by the government. Social structure within the AAA became pronounced throughout the 1960s as the association membership increased and regional societies held their own meetings. In response to fluctuations in the economy and the job market, these meetings varied in the extent to which parties were given by member universities to recruit graduate students. Age- and status-conscious behavior became apparent as older, better-known scholars sought out their colleagues at the meetings and young students could only make acquaintance with other young students who were attending. Little intellectual interaction took place because the older scholars generally attended to present papers, not to attend sessions given by others. Young students attended mainly to hear the papers, not to present them. Visible stratification supported the differences among attendees in the form of color-coded name tags to reflect member, fellow, or student status. The author concludes that the AAA is just as trapped in cultural constraints as are the societies which its members study. (AV)

ED 173 249 SO 011 811

Organizations Providing Business and Economic Education Materials or Information. (Revised January, 1979.)
Standard Oil Co. of Indiana, Chicago, Ill.
Pub Date-Jan 79
Note-199p.; The document is a revised version of ED 152 631; Affiliated Councils and Centers Directory on pages 115-120 and pages 186-187 may not reproduce clearly in paper copy due to small print type of original document
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Business, *Business Education, *Economic Education, Economics, Elementary Secondary Education, Higher Education, Nonprofit Organizations, *Organizations (Groups), Professional Associations, Resource Materials

Approximately 180 organizations are listed and described in this directory which was designed to inform educators and researchers about organizations that provide or are interested in business and/or economic education materials and information. The directory was compiled to provide an initial review of the many organizations in the field of business and economic education. Each citation contains the title of the organization; address; phone number; name of president or public relations director; a brief statement of objective; information about the organization, including staff and budget; and an overview of program activities. The directory concludes with a listing of chairs of business and free enterprise at American universities and colleges, an outline of topics which might be studied in an economics education seminar, an overview of topics which Standard Oil Company (Indiana) thinks students should study in a unit on the American market system, an explanation of corporate support of economic education, a copy of a proposal which a group interested in economic education might submit to a corporation for funding, and a list of 25 questions to be answered in planning an economic education program. (DB)

ED 173 250 SO 011 815

Guide to Graduate Departments of Geography in the United States and Canada 1978-1979.
Association of American Geographers, Washington, D.C.
Pub Date-78
Note-272p.
Available from-Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 ($5.00 paper copy, quantity discounts available)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Degree Requirements, *Geography, Geography Instruction, *Graduate Study, Higher Education, Universities

This guide to graduate departments of geography provides a comprehensive listing of information about requirements, course offerings, financial aid, and personnel for approximately 150 colleges and universities in the United States and Canada. It is intended to assist college and university departments of geography in answering inquiries received from students concerning graduate training. Institutions are indexed alphabetically. Information presented for each entry includes degrees offered, number of degrees granted from June 1977 to June 1978, person to contact for catalogue and further information, programs and research facilities, academic plan, admission requirements, financial aid, and name, degree, and area of interest of faculty members. An alphabetical staff directory and a geographical index of institutions conclude the directory. (DB)

ED 173 251 SO 011 817

Morse, James E. And Others
West Bloomfield Schools Social Studies Curriculum K-12.
West Bloomfield Schools, Mich.
Pub Date-Jul 76
Note-320p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-American Culture, *Behavioral Objectives, Career Education, City Problems, *Curriculum, Data Analysis, Ecology, Educational Objectives, Educational Resources, Elementary Secondary Education, Evaluation Methods, Futures (of Society), *Learning Activities, Minority Groups, Problem Solving, Skill Development, Socialization, Social Problems, *Social Studies

The curriculum guide outlines behavioral objectives, learning activities, evaluation methods, and resources to help K-12 classroom teachers develop and implement social studies programs. Major objectives are to extend knowledge, develop skills to make effective use of this knowledge, and to facilitate the socialization process. The first section presents an overview of the social studies program of the West Bloomfield schools. Next are charts illustrating subjects and skills by grade level in areas of problem solving, values clarification, thinking, gathering and sharing information, and interpreting data. Separate rationales are presented for elementary, junior high, and senior high school social studies curricula. The bulk of the document presents an outline of objectives, activities, teaching methods and resources for a variety of topics at each grade level. Topics include the immediate environment and health and safety (elementary grades); economics and urban studies (middle school); and American history and government (high school). Activities involve elementary school students in class discussion, viewing and analyzing films, and group art projects; junior high school students in role playing, educational games, and debating; and high school students in interpreting case studies, defining vocabulary, and analyzing historical data. (DB)

ED 173 252 SO 011 818

Nappi, Andrew T., Ed. Suglia, Anthony F., Ed.
Economic Education Experiences of Enterprising Teachers. Volume 16. A Report Developed from the 1977-78 Entries in the International Paper Company Foundation Awards Program for the Teaching of Economics.
Joint Council on Economic Education, New York, N.Y.
Pub Date-79
Note-135p.; For a related document, see ED 159 087
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting, Business, Class Activities, Community Study, Concept Teaching, Consumer Economics, *Economic Education, Economics, Educational Objectives, Elementary Secondary Education, *Fundamental Concepts, Higher Education, Instructional Innovation, *Interdisciplinary Approach, Investment, *Learning Activities, Marketing, Money Management, Program Development, Relationship, Resources, Simulation, Slow Learners, Social Studies, *Teacher Developed Materials, *Teaching Methods

Eighteen award winning, teacher-developed programs, projects, courses, and materials in economic education are presented in condensed versions. The case study projects are designed to be used in primary, intermediate, junior high, senior high, and college, and are organized into five chapters by grade level. Chapter I suggests ways to teach economic concepts in grades K-3 through activities using a minisociety simulation, a classroom corporation, discussion of economic roles throughout history, and building a house. Chapter II, for grades 4-6, focuses on neighborhood economics, comparison of interdependence in bees' systems with that of humans, the role of transportation in society, and the economics of running a school. Chapter III offers projects on the relationship of economic and political decisions through use of a simulation, a work experience painting classrooms, a study of market economy, and career education for junior high school students. Chapter IV, for high school, teaches practical economics to low-income students, some of them slow learners; economic concepts within a western civilization context; and consumer education. The concluding chapter, for college students, focuses on economic concepts and issues analysis through studies of the market system. An appendix at the end of each chapter provides brief overviews of additional courses and programs in economic education. For each case study, information is presented on grade level, project background, time allotment, objectives, activities, and evaluation. (CK)

ED 173 253 SO 011 826

Morehouse, Ward, Ed.
Science, Technology and the Social Order.
Institute for World Order, New York, N.Y.
Pub Date-79
Note-154p.
Available from-Transaction Books, Rutgers, The State University, New Brunswick, New Jersey 08903 ($4.95)
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, Cultural Awareness *Developing Nations, *Development, Economic Development, Global Approach, International Relations, Political Issues, Relationship, *Sciences, Scientific Enterprise, *Social Change, *Social Problems, Technological Advancement, *Technology, Values, World Problems

The collective theme of these seven essays calls for a new perspective on science and technology so that they are dedicated to the pursuit of truth and human liberties rather than to power, control, and exploitation. The authors of the essays are with various international development and research centers and projects in seven countries. John Galtung discusses technology not merely as a mode of production but as containing economic, social, cultural, and cognitive structures. Francisco R. Sagasti examines the role of science and technology in development, and presents a strategy for endogeneous development. A. Rahman suggests concrete steps for linking scientific and technological developments to a movement for social change. Ponna Wignaraja examines the dependence of development on the transfer of external capital and technology, and formulates an alternative perspective in terms of human development, participation, and self-reliance. John W. Forge discusses the problems and needs of African countries. Ashis Nandy calls for a set of values relating to a deeper understanding of the politics of technology in its cross-national and cross-cultural contexts. Ward Morehouse discusses the need to focus debate on the underlying issues of development strategies using capital-intensive, socially inappropriate, and environmentally destructive Western technologies. (Author/KC)

Leamer, Laurence E. And Others

Analyzing Health Care Policy: A Resource Guide. Economics-Political Science Series.

Joint Council on Economic Education, New York, N.Y.
Pub Date-77
Note-60p.; For related documents, see SO 011 828-830
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($3.50)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Decision Making, *Economic Education, Educational Objectives, Government Role, *Health Education, Health Insurance, Learning Activities, *Medical Care Evaluation, Medical Services, Policy Formation, *Political Science, Secondary Education, Social Change, Social Problems, Social Sciences, Social Studies, *Social Studies Units, Teaching Techniques
Identifiers-Controversial Issues

First in a series which offers educational resources and teaching techniques related to major social issues to high school social studies classroom teachers, the guide focuses on political and economic aspects of health care in the United States. The document is presented in four major chapters. Chapter I explores how economic and political science frameworks can be used to analyze policy issues. Chapter II presents an overview of health care in the United States. Topics discussed include costs, availability of services, advantages of private and public health care, policy choices, and health care insurance rates. Chapter III outlines objectives for the health care unit, including that students should be able to interpret health care cost data, assess alternative policies, and understand values involved in the controversy over a national health care policy. Chapter IV presents instructional activities which involve students in defining terms, comparing data, discussing issues in groups and in class, analyzing insurance rates, analyzing filmstrips, role playing, and answering questions based on reading assignments. For each activity, information is presented on grade level, sequence within the unit, time and material required, rationale, concepts, instructional objectives, teaching strategies, and pupil activities. (DB)

ED 173 255 SO 011 828

Bibby, John F. And Others

Analyzing Government Regulation: A Resource Guide. Economics-Political Science Series.

Joint Council on Economic Education, New York, N.Y.
Pub Date-78
Note-97p.; For related documents, see SO 011 827-830
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($4.50)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agencies, Competition, Decision Making, *Economic Education, Economic Factors, Economics, Educational Objectives, *Federal Regulation, *Financial Policy, *Government Role, Learning Activities, Political Issues, *Political Science, Secondary Education, Social Problems, Social Sciences, Social Studies, *Social Studies Units, Teaching Techniques
Identifiers-Controversial Issues

Part of a series which offers educational resources and teaching techniques related to major social issues to high school social studies classroom teachers, the guide focuses on government regulation. The document is presented in four major chapters. Chapter I explores how economic and political science frameworks can be used to analyze policy issues. Chapter II presents an overview of the relationship between the economy and government regulation. Topics discussed include the economic rationale for regulation, control of natural monopolies, prevention of destructive competition, protection of sellers and consumers, regulatory processes, and evaluation of regulatory policy. Chapter IV presents instructional activities which involve students in identifying and describing problems involving governmental regulatory action, class discussion, participating in small group tasks, compiling master lists of alternative costs and benefits of various regulatory actions, preparing position papers, and analyzing films. For each activity, information is presented on grade level, sequence within the unit, time and material required, rationale, concepts, instructional objectives, teaching strategies, and pupil activities. Student readings, bibliographic suggestions, and illustrative material such as advertisements are included in the unit. (DB)

ED 173 256 SO 011 829

Soper, John C.

Test of Economic Literacy: Discussion Guide and Rationale.

Joint Council on Economic Education, New York, N.Y.
Report No.-JCEE-270
Pub Date-79
Note-58p.; For related documents, see SO 011 827-830
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.75)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Cognitive Measurement, *Economic Education, *Economics, *Educational Testing, *Multiple Choice Tests, Secondary Education, Social Studies, Test Construction, Test Interpretation

Part of a series which offers educational resources and teaching techniques related to major social issues to high school social studies teachers, the booklet describes and reproduces a test measuring students' economic literacy. Part I is the test manual, which explains the objectives, value, development, and two-form structure of the test. It uses a content-cognitive schema which covers seven content categories (basic economic problems, economic systems, microeconomics, macroeconomics, world economy, economic institutions, and evaluation concepts), and two cognitive-level categorizations: one measuring student learning levels in terms of knowledge, comprehension, application, analysis, and evaluation; the other in terms of recognition-understanding, simple application, and complex application. The booklet presents five suggestions for use of the test, instructions for how to administer and score it, and details technical data such as standardization and norms, norm tables, item analysis, reliability, validity, correlation with general ability, and additional descriptive statistics. Part II consists of an explanation of the 72 questions in Form A and Form B. Each question and its four possible answers are reproduced, with the correct answer appearing in bold type. Other items include a rationale for each answer, and numbers recording the percentage of the norm with the correct answer (with and without economics background) and the discrimination coefficient. Appendices list the schools that participated in the test norming, handscoring keys, and an answer sheet. (CK)

ED 173 257 SO 011 830

Swartz, Thomas R.

Analyzing [illegible]x Policy: A Resource Guide. Economics-Political Science Series.

Joint Council on Economic Education, New York, N.Y.

Report No.-JCEE-266

Pub Date-79

Note-107p.; For related documents, see SO 011 827-829

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($4.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economic Change, *Economic Education, *Economics, Educational Objectives, Evaluation Criteria, Finance Reform, Financial Policy, Learning Activities, *Policy, Policy Formation, *Political Science, Secondary Education, Social Problems, Social Studies, Social Studies Units, *Taxes

Identifiers-Controversial Issues

Part of a series which offers educational resources and teaching techniques related to major social issues to high school social studies classroom teachers, the guide focuses on political and economic aspects of tax policy in the United States. The document is presented in three major chapters. Chapter I explores how economic and political science frameworks can be used to analyze policy issues. Chapter II presents an overview of taxation in the United States. Topics discussed include the role of taxes in United States economy, the nature of tax authority, economic bases for taxation, and criteria used in evaluating the worth of a tax. Chapter III outlines objectives for the tax policy unit, including that students should be able to define and evaluate various kinds of taxes, make informed decisions about reforms, and understand the values involved in tax policies and various tax issues. This chapter also presents instructional activities which involve students in defining terms, identifying and classifying taxes, discussing and analyzing issues in groups and in the class, working problem sheets, and role playing. For each activity, information is presented on recommended use, sequence within the unit, time and materials required, rationale, concepts, instructional objectives, teaching strategies, and pupil activities. (CK)

ED 173 258 SO 011 831

Saunders, Phillip, Ed. And Others

Resource Manual for Teacher Training Programs in Economics.

Joint Council on Economic Education, New York, N.Y.

Report No.-JCEE-271

Pub Date-78

Note-430p.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York ($10.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Instruction, College Teachers, Course Content, Course Organization, Curriculum Planning, *Economic Education, Economics, Educational Objectives, Effective Teaching, Evaluation, Graduate Students, Higher Education, Instructional Materials, Learning Theories, *Methods Courses, Microteaching, *Models, Systems Approach, *Teacher Education, Teacher Improvement, Teacher Programs, Teaching Assistants, Teaching Methods, Teaching Skills, Tests, Videotape Recordings

This resource manual uses a general systems model for educational planning, instruction, and evaluation to describe a college introductory economics course. The goal of the manual is to help beginning or experienced instructors teach more effectively. The model components include needs, goals, objectives, constraints, planning and strategy, implementation, data collection, and evaluation, and are used to describe each part of the course as well as the entire course. Topics discussed are economics course content, learning theory, instructional objectives, lectures and classroom discussion techniques, essay questions and tests, multiple choice objective tests, organizing an economics course, development and evaluation of teaching skills through the use of videotapes, course and instructor evaluation, learning aids, microteaching, and interpersonal communication skills emphasizing empathy and genuineness. Three appendices include a program description of the 1973 Teacher Training Conference for Instructors of College Economics, a list of schools with training programs in teaching economics and selected sample syllabi, and description and ordering information for videotapes. (CK)

ED 173 259 SO 011 834

Vickery, Tom Rusk Smith, Cynthia G.

The Back to Basics Curriculum as a Social Control Mechanism.

Syracuse Univ., N.Y. School of Education.

Pub Date- 79
Note-13p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Authoritarianism, *Basic Skills, Educational Attitudes, Educational Change, *Educational Discrimination, Educational Needs, Educational Practice, Educational Problems, *Educational Trends, Elementary Secondary Education, *Family Role, Performance Based Education, *Power Structure, *Social Structure

Based on a review of literature by proponents and opponents of the back to basics movements, the authors contend that the movement will contribute to the continued existence of a stratified society in which the school reproduces existing power relationships. A summary of the literature of proponents presents varying ideas of what constitutes

basics'' in terms of curriculum, testing, standards, discipline, school structure, instructional methodology, and parental involvement. However, a broad outline may be described. The child is expected to fit into a school that views successful education as that which helps people fit into the system. The strong emphasis on subject matter is at the expense of social issues that might arouse disagreement among parents. The student accepts authority and the curricular decisions of adults. Opponents see the movement as coercive, ignoring the individuality of the student, uninformed, and culturally biased. Many opponents wish to define basics in their own terms: as flexibility in structuring the school environment, as a liberal education, and as social development. Both groups fail to recognize the crucial nature of family support and the effect on those students lacking the right'' kind of family. Effects of either approach would depend on supportiveness or opposition of the family. Thus, the poorest and most deprived will be excluded from basics'' schools by virtue of their not being the right'' kind of student from the right'' kind of family. (Author/KC)

ED 173 260 SO 011 891

Zekiros, Astair Wiley, Marylee

Africa in Social Studies Textbooks.

Wisconsin State Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.; Wisconsin Univ., Madison. African Studies Program.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WDPI-Bull-9550
Pub Date-78
Note-34p.
Available from-Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 ($2.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*African Culture, *African History, *African Literature, Colonialism, Educational Problems, Elementary Secondary Education, Evaluation Criteria, Land Settlement, Political Power, Religion, Social Studies, *Textbook Bias, *Textbook Content

Based on an examination of 50 general social studies textbooks, the report discusses the most frequently found biases, misconceptions, omissions, inaccuracies, and misrepresentations. Criteria for judging the textbooks include: readable and suitable materials; accurate and current content; presentation of Africa as a diverse continent; open presentation of economic and political differences, and of African and global interdependence; depiction of history beginning with ancient times rather than with the arrival of the white man; inclusion of Africa's musical and artistic heritage; and use of African authors and sources. Common problems in textbooks are failure to mention African resistance to colonization and the negative effects of colonialism, misinterpretations of independence movements, the misconception that Africa is a rain forest, overemphasis on wild life, and use of the word ``tribe'' when ethnic, linguistic, or regional group would be more accurate. Failure to depict various marriage customs, lack of emphasis on representative groups, and emphasis on the exotic or ``weird'' are other problems. Also, inaccurate information, biases and misrepresentations exist about the apartheid policy in the Republic of South Africa, political instability, and African religions. Lists of textbooks reviewed, recommended general references, and references for problems discussed in the report are included. (KC)

ED 173 261 SO 011 892

Seif, Elliott
Good Citizenship, Humanistic Psychology, and Humanistic Education.
Pub Date- 79
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Citizenship, Decision Making, *Educational Needs, Elementary Secondary Education, Experiential Learning, *Humanistic Education, Individual Development, Individual Needs, Individual Power, *Psychological Needs, *Self Actualization, Self Determination, Social Studies, Values

Humanistic psychology aids individuals in developing self-esteem and self-actualization and therefore is an excellent means of citizenship education. According to humanistic psychologists, the process of self-actualization involves the four stages of fulfilling physiological, safety, love, and esteem needs. Some characteristics of the self-actualized person are: a superior perception of reality; increased acceptance of self, of others, and of nature; independence of culture and environment; deep feelings of identification and sympathy for others; profound interpersonal relationships; a democratic character structure; and creativity. By paying more attention to meeting the physiological and psychological need of students, social studies educators aid in the development of good citizens. In order to meet these needs, greater emphasis should be placed on creating more democratic classroom environments; exploring feelings about self and others; giving students some responsibility in their own learning; participating through experiential learning; making connections between what is learned and one's own life; decision making, values clarification, and moral development; and understanding people. (KC)

ED 173 262 SP 012 088

Physical Education for Handicapped Students.
Virginia State Dept. of Education, Richmond. Div. of Special Education.
Pub Date-Sep 77
Note-68p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adapted Physical Education, *Athletic Equipment, *Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Physical Facilities, *Program Development, Resource Guides, State Standards
Identifiers-*Virginia

This publication is designed as a resource guide for classroom teachers, special education teachers, and administrators in the state of Virginia in fulfilling state and national mandates for the physical education of handicapped children. Introductory discussion centers around (1) the term "handicapped" and the disabling conditions contained within that term; (2) determination of eligibility for special education; (3) development of individualized programs for each handicapped student; and (4) the requirement that students be placed in the least restrictive environment. Programming concerns examined include: (1) assessment; (2) long- and short-term goal formulation; (3) general course development; (4) teaching suggestions for specific handicapping conditions; and (5) evaluation of handicapped students' progress. A discussion of equipment needs for handicapped students examines facility needs both inside and outside the school building, basic equipment, and adaptive physical education equipment, including inexpensive homemade equipment. A bibliography of 69 publications on adapted physical education is included. (MJB)

ED 173 263 SP 012 265

Clark, Bettye Mathis Creswell, John L.
Participants' Versus Nonparticipants' Perception of Teacher Nonverbal Behavior.
Pub Date-78
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Body Language, *Interaction Process Analysis, *Nonverbal Communication, Observation, Rating Scales, Reactive Behavior, Stimulus Behavior, *Student Reaction, Student Teacher Relationship, *Teacher Behavior

It was hypothesized that the perception of the nonverbal behavior of the teacher held by the student may differ from the perception held by an outside observer. This study was designed to compare participant and nonparticipant observers' perception of teacher nonverbal behavior as having encouraging or discouraging affect qualities during a teacher-learning process. Five ninth-grade teachers volunteered to participate in the study. Seven students were randomly selected from the stimulus teacher's class, and seven former teachers were chosen as the nonparticipant observers. Video tapes of regular classroom behaviors of teachers and their interaction were made. After editing, the tapes were viewed by the students of the class (participants) and the nonparticipating observers. Questionnaires designed to reveal how the nonverbal behaviors of the teacher were interpreted by the students and observers were filled out following the viewing. The findings suggest that participants and nonparticipants do not perceive the nonverbal behavior of the teacher similarly. The findings of the study also show that it is possible to define and demonstrate the relevance of a number of nonverbal cues that each group of raters used as predictors or reasons for their assessment of the teachers' behavior. Appendix A presents the table used for rating teacher behavior and the cues responsible for ratings. Appendix B contains a presentation of the responses of the students to the questionnaire. (JD)

ED 173 264 SP 012 412

Johnson, Charles E. And Others

Verifying Teacher Competencies for Their Generic Qualities.

Pub Date-Mar 78

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Management, *Classroom Techniques, *Effective Teaching, Surveys, Teacher Attitudes, *Teacher Behavior, Teaching Methods, *Teaching Skills, *Teaching Techniques

The purpose of this study was to determine the extent a set of teacher competencies thought to be generic were considered to be essential by all teachers regardless of their subject or level. A list of 52 competencies was compiled to be submitted to participants in a comprehensive survey of education professionals elementary and secondary teachers, administrators, college faculty, and education specialists. Of the 52 statements, 33 were rated by the respondents to be within a range that included the rank of highly desirable'' or essential.'' It is inferred that there are particular teacher competencies that may be considered to be generic. The suggestion is made that these competencies be used as valid assessment instruments for teacher certification purposes. (JD)

ED 173 265 SP 013 714

Test Validity and Reliability (Diagnostic Module 2). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, Learning Modules, Student Evaluation, *Testing, *Test Reliability, *Test Validity, Validated Programs

The learning module described is for elementary or secondary level teachers who wish to improve their understanding of the meaning of test reliability and validity. The contents of the module are outlined, and activities and resources involved in its use are described. Ordering information on materials is provided, and a critique of the module is included. (JD)

Training Manual On-Site Evaluations of Teacher Education Programs.
West Virginia State Dept. of Education, Charleston.
Pub Date-76
Note-151p.; Not available in hard copy due to marginal print quality
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accreditation (Institutions), *Administrator Evaluation, Educational Legislation, Educational Objectives, Educational Programs, *Evaluators, *Institutional Research, *Observation, *Program Evaluation, State Standards, *Teacher Education

This training system was designed for individuals called upon to evaluate teacher education programs and institutional aspects of institutions of higher education. The manual used for this training is a guide for a prospective program specialist operating in a simulated on-site review of a teacher education program conducting a self-study to determine that the program meets state accreditation requirements. The self-study materials used are fictionalized; however, the format in which the materials are presented is real. Each section of the training materials was designed to highlight an activity of a program specialist before arriving on campus and to emphasize the procedures implemented during an on-site review. The end product of these activities is a written report that documents the findings of the program specialist in relation to criteria found in formal state standards. These standards will be the basis on which the program specialist will decide the status of the institution's elementary education program. (JD)

ED 173 267 SP 013 730

Modules in Children's Literature (6 Modules). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childrens Books, *Childrens Literature, Elementary Education, *Instructional Materials, *Learning Modules, Reading Habits, *Reading Interests, *Reading Material Selection, Student Attitudes

The learning modules described are for the use of students in education or practicing teachers who wish to develop strong interest in reading in elementary students. The contents of the modules are described as well as the activities and resources involved in their use. Ordering information for materials and a critique of the modules are provided. (JD)

Individualization in the Middle School Language Arts Class (English Cluster XI-Module 1). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Organization, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Language Arts, Learning Modules, Middle Schools, *Reading Diagnosis

The learning module described is for English language arts teachers at the middle school level who are interested in familiarizing themselves with a personalized English language arts program. The contents of the module are outlined, and the activities and resources involved in its use are described. Ordering information for materials is provided, and a critique of the module is included. (JD)

Emphasizing Oral Language in the English Class (English Cluster VII; Module 1). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English Instruction, *Inservice Teacher Education, *Instructional Materials, Intermediate Grades, *Language Arts, Learning Modules, *Speech Communication, Validated Programs

The described learning module is designed for intermediate grade teachers who wish to improve their oral language skills, both in an open classroom and in a closed setting. The contents of the module are outlined, and the activities and resources involved in its use are described. Ordering information for materials and a critique of the module are included. (JD)

ED 173 270 SP 013 733

English Education Learning Tasks. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English Instruction, *Inservice Teacher Education, *Instructional Materials, *Language Arts, Literature, Secondary Education, Validated Programs

The teacher inservice education course described is designed for secondary school teachers who are interested in the application of skills and principles related to the teaching of English language arts and literature. Information is included on learning tasks involved in the course and the activities and resources involved. Ordering information for materials is provided as well as a critique of the course. (JD)

ED 173 271 SP 013 738

Creative Responses to Literature (Protocol Materials in English: Second Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Activities, *Creative Reading, *Inservice Teacher Education, *Instructional Materials, Junior Colleges, *Literature Appreciation, Secondary Education, Student Reaction, Validated Programs

The described inservice teacher education program is designed for teachers at the secondary and junior college level who are interested in understanding and encouraging students' creative responses to literature. Included in this descriptive report are the scope and sequencing of topics and activities and resources used in the program. Ordering information is included as well as a critique of the program. (JD)

ED 173 272 SP 013 739

Responding to Literature (Protocol Materials in English). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analytical Criticism, Critical Reading, *Inservice Teacher Education, *Instructional Materials, Literary Conventions, *Literary Discrimination, *Literature Appreciation, *Secondary Education, Validated Programs

The intent of the described teacher inservice education program is to provide secondary school teachers with a set of concepts for understanding their students' responses to literature. The scope and sequencing of topics in the program is outlined, and activities and resources involved are described. Ordering information for materials is included as well as a critique of the program. (JD)

Applying the Structured Tutoring Model in Math I. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Home Study, Individual Instruction, *Instructional Materials, Lay Teachers, *Learning Modules, *Mathematics Instruction, *Primary Education, Programed Tutoring, Teaching Techniques, *Tutoring

The home study course described is for adults who are interested in developing skills in tutoring primary students in beginning mathematics. An outline is given of the contents of the course, and a description of the activities and resources involved in the course is provided. Ordering information for materials and a critique of the course are included. (JD)

ED 173 274 SP 013 774

Teaching of Computation of Whole, Integral, Rational and Real Numbers (One of a Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-0091

Note-8p.

Pub Type--Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Inservice Teacher Education, *Instructional Materials, *Intermediate Grades, Learning Modules, *Mathematical Concepts, *Mathematics Instruction, Validated Programs

The described learning module is designed for teachers at the middle school level who wish to improve specific basic mathematics teaching skills. The contents of the module are outlined, and activities and resources involved in its use are described. Ordering information for materials is included, and a critique of the module is provided. (JD)

ED 173 275 SP 013 775

Individualizing Instruction in Mathematics. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-00921

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diagnostic Teaching, Elementary Education, *Individual Instruction, *Inservice Teacher Education, *Instructional Materials, Mathematics Instruction, *Remedial Mathematics, *Tutoring, Validated Programs

The described inservice teacher education course is for elementary school teachers who wish to increase their skill in individual tutoring of children who need remedial help with basic mathematics. Included in this informational report are an outline of the contents of the course, description of activities and resources involved in the course, and ordering information for materials. A critique of the course is provided. (JD)

ED 173 276 SP 013 776

Statistics by Example (Overview). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Analysis, *Inservice Teacher Education, Instructional Materials, *Secondary Education, Statistical Data, *Statistics, *Teaching Methods, Validated Programs

The inservice teacher education materials described are for secondary level teachers who wish to increase their understanding of statistics and skill in presenting statistics as an understandable and relevant subject. Included in this informative report are the scope and sequence of module topics, activities and resources involved in use of the materials, ordering information, and a critique of the product. (JD)

ED 173 277 SP 013 795

Pipes, Lana, Ed.

Perspectives on Graduate Programs in Education.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-120p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Role, Curriculum Development, Educational Finance, Educational Problems, Enrollment, Federal Legislation, *Futures (of Society), *Graduate Study, *Needs Assessment, *Program Effectiveness, Research Utilization, Social Change, *Teacher Education

The goals and purposes to be served by graduate level professional preparation for educators are examined and redefined in these essays. The authors are experienced as administrators in schools, colleges, or departments of education. The current state of graduate programs in education in terms of the pressures, problems, dilemmas, and opportunities are considered, as well as directions and options for the future. (JD)

ED 173 278 SP 013 822

Protocol Materials in Developmental Reading. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, *Behavior Patterns, *Elementary Education, *Inservice Teacher Education, Instructional Materials, *Oral Reading, *Protocol Materials, *Reading Readiness, Validated Programs, Vocabulary Development, Word Recognition

The described inservice teacher education materials are designed for elementary teachers and school administrators interested in learning to observe and interpret behavior patterns involved in the development of reading skills. The scope and sequencing of topics in this learning module are outlined as well as the activities and resources involved in use of the product. Ordering information and a program critique are included. (JD)

Training Program Distar Reading I. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Instruction, *Basic Reading, Class Organization, *Grade 1, *Inservice Teacher Education, Instructional Materials, *Kindergarten, Reading Comprehension, *Sequential Learning, Validated Programs
Identifiers-*Distar Reading Program

The described inservice teacher education materials are for the use of kindergarten and first-grade teachers who are learning to teach Distar Reading I. In-depth information is given on the Distar Reading program. The scope and sequencing of topics for the program are described and ordering information given. A description of the activities and resources involved in use of the inservice products is presented. Ordering information and a critique of the program are included. (JD)

ED 173 280 SP 013 824

Reading Expertise Through Continuing Inservice Programs for Educators (RECIPE). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Teachers, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Language Arts, *Reading Comprehension, Spelling Instruction, Validated Programs, Writing Skills

The described inservice teacher education materials are designed for the first-year teacher at the elementary grade level with the specific area of concentration on the teaching of reading. The objectives for new teachers are outlined as well as the contents of the booklets that comprise the learning module. Activities and resources involved in the use of the product are described, and ordering information is provided. A critique of the product is included. (JD)

ED 173 281 SP 013 827

Child Development and Individually Guided Education (Leadership Series in Individually Guided Education). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, *Cognitive Development, Elementary Education, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Perceptual Motor Learning, Student Behavior, *Validated Programs

Identifiers-*Individually Guided Education

The described teacher inservice education program is designed for elementary school teachers and administrators who are interested in child development in relation to individually guided education. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

Recognizing How Children Develop (Teacher Education Module B-2). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Sciences, *Behavior Change, Change Strategies, *Child Development, *Growth Patterns, Inservice Teacher Education, *Instructional Materials, Maturation, *Validated Programs

The described teacher inservice education program is designed for preschool, elementary and secondary school teachers, teacher aides, and parents who are interested in a study of children's developmental patterns. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

ED 173 283 SP 013 840

Filmstrip and Cassette: Modern Math Activities for Primary Grades: Parts I and II. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Games, *Inservice Teacher Education, *Instructional Materials, *Mathematics Instruction, *Mathematics Materials, Primary Grades, *Teacher Developed Materials, Validated Programs

The described teacher inservice education product is designed for primary and elementary school teachers interested in learning about mathematical games and activities. Ordering information for the films and cassette tapes is provided. The scope and sequencing of topics are outlined, and a critique of the product is included. (JD)

Teaching Teen Reading Series (A Nine-Volume Individualized Inservice Program) Overview. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Individualized Instruction, Inservice Teacher Education, *Instructional Materials, *Reading Comprehension, *Reading Instruction, *Skill Development, *Validated Programs, Vocabulary Development

The described teacher inservice education program is for upper elementary, middle and secondary school teachers who wish to improve the reading skills of their students. The scope and sequencing of topics are described and ordering information for materials is provided. A critique of the program is included. (JD)

ED 173 285 SP 013 906

Integration of Children with Special Needs (Overview of a Series of Ten Programs). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, Elementary Secondary Education, Individualized Programs, *Inservice Teacher Education, *Instructional Materials, Learning Disabilities, *Mainstreaming, Positive Reinforcement, Student Evaluation, *Teaching Techniques, Validated Programs

The described inservice education programs are designed for regular classroom teachers dealing with mainstreamed students who require specific diagnostic and corrective plans and strategies. Included in this informative report are an outline of the contents of the programs, the activities and resources they involve, and ordering information for materials. A critique of the programs is provided. (JD)

ED 173 286 SP 013 907

Teaching Reading as Decoding (Minicourse 18). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-00921

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Decoding (Reading), Elementary Education, *Inservice Teacher Education, *Instructional Materials, Miscue Analysis, Phonetics, Reading Instruction, *Remedial Reading, Teaching Techniques, Validated Programs, Word Recognition

The described teacher education course is designed for elementary school teachers seeking to develop skills for building decoding ability in their beginning reading students and students who need remedial help. An outline of the scope and sequence of topics is given as well as a description of activities and resources involved in the course. Ordering information for materials is included. A critique of the course is also provided. (JD)

ED 173 287 SP 013 908

Remedial Reading (15 tapes: 15 lessons and evaluations). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Teacher Education, *Instructional Materials, Reading Comprehension, *Reading Diagnosis, *Remedial Instruction, *Remedial Reading, Student Evaluation, Validated Programs

The inservice teacher education course described is designed for teachers interested in setting up a new remedial reading program or in reevaluating an existing one. Included in this report are a description of the content of the course, activities and resources involved, and ordering information for materials. A critique of the course is provided. (JD)

Personalized Reading Instruction in Middle, Junior, Senior High Schools (Utilizing a Competency Based Instructional System). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Teacher Education, Instructional Materials, Performance Based Education, Program Development, Reading Comprehension, *Reading Diagnosis, *Reading Programs, Secondary Education, *Teaching Techniques, *Validated Programs

The described inservice teacher education course is designed for teachers at the middle, junior, and senior high school levels who are interested in developing diagnostic and remediation skills in reading. Included in this informational report is an outline of the textbook contents, activities and resources involved in the course, and ordering information for materials. A critique of the course is provided. (JD)

ED 173 289 SP 013 910

Teaching Reading to Handicapped Children (No. 6 in series Tips for Teachers). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Reading, Elementary Education, Handicapped Children, Inservice Teacher Education, *Instructional Materials, Reading Comprehension, *Reading Instruction, *Slow Learners, *Special Education, Student Characteristics, Validated Programs

The inservice teacher education course described is designed for special education teachers of reading at the elementary level. The contents and scope of the module are outlined, and the activities and resources involved in the use of the materials are described. Ordering information is included and a critique of the unit is provided. (JD)

ED 173 290 SP 013 911

Competency in Teaching Reading. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, Diagnostic Tests, Elementary Education, *Inservice Teacher Education, *Instructional Materials, Reading Comprehension, *Reading Instruction, *Teaching Methods, Validated Programs, Word Recognition

The inservice teacher education course described is designed for elementary school teachers seeking to improve their teaching skills in diagnostic reading. The scope and sequencing of topics in the course are outlined. The activities and resources involved in using course materials are described and ordering information is provided. A critique of the course is included. (JD)

ED 173 291 SP 013 916

Individually Guided Social Studies (Leadership Series in Individually Guided Education). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Management, Elementary Secondary Education, Grouping (Instructional Purposes), *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Protocol Materials, *Social Studies, Student Evaluation, *Validated Programs
Identifiers-*Individually Guided Education

The instruction unit described is designed for undergraduate and graduate preservice students and for inservice teachers who wish to improve their skills in implementing individually guided social studies programs. The contents of the textbook used in the unit are listed. Also included in this descriptive report are a history of the development of the program, a brief discussion of activities and resources involved in the program, and ordering information on materials. A critique of the course is included. (JD)

ED 173 292 SP 013 928

The Effects of an Orientation to Sociolinguistics on the Perceptions of Teaching Candidates.

Pub Date-79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Ethnic Groups, *Expectation, Negative Attitudes, Nonstandard Dialects, Social Attitudes, *Social Dialects, *Sociolinguistics, Stereotypes, Student Characteristics, Student Teacher Relationship, *Teacher Attitudes, Teacher Education

A report is given of an investigation examining the influence of student dialect and ethnicity on teachers' expectations of academic performance. The subjects of the study were secondary level teaching candidates enrolled in a generic methods course comprised of ethnically mixed learners. A control group of the teachers was given a course in sociolinguistics. The theme of this course was that language prejudices are socially based and, while dialect forms may be different, these dialects are functional in communication. Results of this investigation indicate that dialect has a significant effect on teaching candidate expectancy of learners' academic behavior. The candidates exposed to a course in sociolinguistics exhibited less biased attitudes than their counterparts. It is suggested that such courses be incorporated in teacher education programs. (JD)

ED 173 293 SP 014 003

Staff Development Program for School Counselors (A Seven-Part Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counseling, *Counselor Training, *Elementary Secondary Education, Group Counseling, Individual Counseling, *Inservice Teacher Education, Instructional Materials, Learning Modules, Legal Responsibility, Teacher Improvement, *Validated Programs

The learning modules described are for the use of practicing counselors who wish to improve their overall skill, preservice counselors who wish to demonstrate their competence for certification purposes, and teachers interested in improving their counseling skills. The scope and sequencing of topics is outlined, and the activities and resources involved in using the modules are described. A critique of the program and ordering information are included. (JD)

ED 173 294 SP 014 016

Tests and Measurements. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Evaluation, Individualized Instruction, *Inservice Teacher Education, Instructional Materials, *Measurement Goals, *Measurement Techniques, Performance Based Teacher Education, *Testing, *Tests, Validated Programs

Identifiers-Individually Guided Education

The inservice teacher education course described is for the use of elementary and secondary school teachers interested in understanding measurement and evaluation through Individually Guided Education. The scope of the instructional model and sequencing of topics are outlined. Activities and resources involved in using the modules contained in the program are described. Ordering information and a critique of the program are included. (JD)

Staff Development in Career Education for the Elementary School.
Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice, *Career Education, Community Resources, *Elementary Education, *Inservice Teacher Education, Instructional Materials, Teacher Improvement, *Validated Programs

The inservice teacher education course described is designed to aid the elementary school teacher to either help install a career education program or enrich such a program already established. Included in this descriptive report is an outline of the scope and sequencing of topics contained in the modules, activities, and resources involved in use of the product, and ordering information. A critique of the modules is provided. (JD)

A Sociology of Urban Education (Part F-2 Human Competence Learning Package). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Attitudes, Community Resources, Community Role, *Inservice Teacher Education, Instructional Materials, Learning Modules, *Social Relations, *Urban Education, Urban Studies, Validated Programs

The described learning modules are designed for use of inservice teachers and graduate students at all grade levels who are interested in sociological aspects of education. The primary focus is on creating awareness and understanding of prevalent attitudes, goals, and aspirations in urban communities. The scope and sequencing of topics in the module are outlined. Activities and resources involved in use of the product are described, ordering information is included. A critique of the modules is provided. (JD)

Social Science for the Contemporary Classroom. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 73
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, Problem Solving, *Social Sciences, *Social Studies, Social Values, *Validated Programs

The inservice teacher education course described is intended for the use of elementary and junior high school teachers, both preservice and inservice, who wish to update teaching of social studies. The contents of the modules are outlined. Activities and resources involved in use of the modules are described, and ordering information is provided. A critique of the materials is included. (JD)

ED 173 298 SP 014 029

Dauer, Victor P. Pangrazi, Robert P.

Instructor's Guide for Dynamic Physical Education for Elementary School Children. Sixth Edition.

Pub Date-79
Note-56p.; For related documents, see SP 014 030-031
Available from-Burgess Publishing Co., 7108 Ohms Lane, Minneapolis, Minnesota 55435 (Free)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Athletics, Childrens Games, Creative Development, *Curriculum Development, *Elementary Education, Learning Processes, Movement Education, Perceptual Motor Coordination, Physical Activities, *Physical Education, Physical Fitness, *Program Design, Socialization, Student Characteristics, *Teacher Education, Teaching Methods

The purpose of this guide to the textbook of the same title is to provide ways and means for improving the teacher education program in which it is used. Each chapter is analyzed from the following: (1) basic purpose; (2) concepts; (3) competencies; (4) suggested approach; (5) suggested learning experiences; and (6) selected references. (JD)

ED 173 299 SP 014 030

Pangrazi, Robert P. Dauer, Victor P.
Lesson Plans for Dynamic Physical Education for Elementary School Children. Second Edition.
Pub Date-79
Note-311p.; For related documents, see SP 014 029 and 014 031
Available from-Burgess Publishing Co., 7108 Ohms Lane, Minneapolis, Minnesota 55345 ($7.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Childrens Games, Creative Development, *Curriculum Development, Educational Objectives, Elementary Education, *Evaluation Criteria, Movement Education, *Physical Activities, *Physical Education, Physical Fitness, Student Evaluation

These lesson plans are designed to be used with the textbook of the same title. Each lesson plan is broken into four activity parts. The four parts and their major purposes in the scheme of the lesson are as follows: (1) introductory activity; (2) fitness development activity; (3) lesson focus activities; and (4) game activity. The material and organization in the lesson plan format is broken into four columns. The first column, Movement Experience Content,'' lists the sequences that will be taught in the lesson. The second column is labeled Organization and Teaching Hints'' and provides the teacher points for efficient organization of the class, stress points, and teaching cues. Expected Student Objectives and Outcomes'' is the third category and lists objectives that students should reach. The Notes and References'' column references all activities in the textbook for easy referral and provides evaluation criteria. (Authors/JD)

ED 173 300 SP 014 031

Dauer, Victor P. Pangrazi, Robert P.
Dynamic Physical Education for Elementary School Children. Sixth Edition.
Pub Date-79
Note-590p.; For related documents, see SP 014 029-030
Available from-Burgess Publishing Co., 7108 Ohms Lane, Minneapolis, Minnesota 55435 ($14.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Athletics, Childrens Games, Creative Development, *Curriculum Development, *Elementary Education, Learning Processes, Movement Education, Perceptual Motor Coordination, *Physical Activities, *Physical Education, Physical Fitness, *Program Design, Socialization, Student Characteristics, *Teacher Education, Teaching Methods

New developments in the field of elementary school physical education are included in this up-dated text book. The following major topics are covered: (1) organizing, developing, and implementing a physical education program and curriculum; (2) the learning process and teaching techniques; (3) implementing a physical fitness program with attention to physical characteristics and differences of children of different ages; (4) movement education, creative play, and manipulative activities; (5) apparatus activities; and (6) instruction in various team sports for children of different ages and stages of development. Resource information is appended. (JD)

ED 173 301 SP 014 077

Burry, James

Evaluation Report of the Teacher Corps Cycle XII and Program 78 Developmental Training Conference.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 78
Contract-300-77-0156
Note-136p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Decision Making, *Educational Objectives, Government Role, Program Development, *Program Evaluation, *Program Improvement, Summative Evaluation
Identifiers-*Teacher Corps

Descriptive characteristics of participants in the 1978 Teacher Corps Conference are first presented in this report. This data includes information on role in the teacher corps project, age, race, and geographic location. The report discusses participants' overall assessments of the sessions they attended daily. The major events of the conference are described, as well as how each event and its component sessions were judged by the participants and how they were selected for follow-up at the project level. The overall evaluations of the entire conference as seen in the post conference ratings of success are presented. A section is included dealing with interpretations of the evaluation data and recommendations for future national conferences. (Author/JD)

Janesick, Valerie J.

An Ethnographic Study of a Teacher's Classroom Perspective: Implications for Curriculum.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-32p.
Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48823 ($2.25)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Management, Classroom Environment, *Group Dynamics, Interpersonal Relationship, *Leadership Qualities, *Role Models, Student Behavior, *Student Teacher Relationship, *Teacher Behavior, Teaching Styles

A profile of a male sixth-grade teacher is presented with the objective of demonstrating how his perception of his class determined his decision making and leadership style. The teacher was observed over a full school year. This teacher perceived his class as a cohesive, interacting group and he, as its leader, demonstrated the behaviors he wished his students to model. The result of this teacher's perspective was a class with a strong sense of unity. The classroom curriculum was group-centered and carried out by the group, with the teacher as leader. Outside intervention by the principal or other staff members and directives from parents had little or no effect on the classroom curriculum. The reported observation of this teacher lends support to the notion that teaching remains an individual enterprise dealing with present-oriented situations in the classroom. In this case, the teacher's classroom perspective was, essentially, the curriculum of the classroom. (JD)

ED 173 303 SP 014 124

Wall, Robert And Others

A Human Relations Course: Does It Make A Difference?

Pub Date-21 Feb 79

Note-11p.; Paper presented at the Eastern Educational Research Association Annual Meeting (Charleston, South Carolina, February 21, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Changing Attitudes, *Course Evaluation, Higher Education, *Human Relations, Interpersonal Competence, Self Concept

A college human relations course is described and evaluated, and the change and rate of change in students' attitudes toward self and others is examined. One hundred and sixty students of different backgrounds who were enrolled in five sections of a human relations course answered questions concerning self-concept and attitudes toward various ethnic, socioeconomic, and racial groups. Substantial change was found in attitude toward self, with little change evidenced in attitude course due to the evaluation is noted, as are nonstatistical information gleaned through course due to the evaluation are noted, as are nonstatistical information gleaned through the study and indications of the attractiveness of the course to students. (MJB)

ED 173 304 SP 014 152

Farrah, George A.
Focusing on Teachers' Self-Concept and Motivation.
Pub Date- 77
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *Data Analysis, *Measurement Instruments, *Motivation, *Self Concept, Sex (Characteristics), *Teacher Characteristics, *Teaching Experience
Identifiers-Instructional Level

Results of a statistical investigation relating teacher characteristics to ten dimensions of their self-concept and motivation are reported. The Self-Concept and Motivation Inventory for Teachers (SCAMINT) was used to compare the two sets of data. Specific findings for the characteristics of teacher sex, age, level of instructional duties, and teaching experience are presented, as are incidental findings relating to other settings. Implications of the study for the identification of teaching ability, administrator style, and role differentiation are noted. It is urged that more attention be paid to self-concept and motivation as focal points for promoting school change. (MJB)

ED 173 305 SP 014 154

Nordberg, Robert B.
The Death of Intelligence: A Theoretical Paper.
Pub Date-77
Note-34p.

Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, *Academic Aptitude, Curriculum, *Educational Objectives, Educational Philosophy, Educational Psychology, *Educational Theories, *Intelligence, *Intelligence Differences, Intelligence Tests, Teaching Methods
Identifiers-Dewey (John)

Three distinct theories can be set forth for viewing intelligence: a super-intellect theory'' associated with the belief in innate ideas; a sensualistic theory that posits no intellectual role beyond synthesizing of sense-data; and a concept of intelligence as a power to abstract, judge, and reason. Many chronic and current educational problems can be traced to faulty conceptions of intelligence. This is especially true if the implications are examined of the abstractive view for educational purposes, instructional methods, curriculum, the choice of teachers and of students, the nature of knowledge, and other matters. Intellectual development on some scale is the proximate end of education; studies have shown that when material presented is meaningful to students, both learning and retention are more effective. This proximate goal has to a large degree been lost in contemporary society and education. (DS)

ED 173 306 SP 014 155

Pitzl, Gerald R.
Revitalizing Interdisciplinary Offerings.
Pub Date-15 Nov 77
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Core Curriculum, Course Content, *Curriculum Design, *Global Approach, *Higher Education, Individual Development, *Interdisciplinary Approach

It is argued in this paper that the interdisciplinary course provides a setting for viewing the ordered relationships that exist among disciplines. The necessity of this approach is pointed out as it reflects the need for a highly disarticulated curriculum to address and find solutions to the complex probiems facing the world community. A justification of this view and the implementation of the premises it puts forth is presented as a desirable curriculum change in higher education. (JD)

ED 173 307 SP 014 164

Linville, Malcolm E., Jr. Rees, Gilbert
An Innovative Program for Training College Teachers.
Pub Date- 77
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Teachers, *Field Experience Programs, *Graduate Students, Higher Education, *Practicums, Program Descriptions, *Teacher Education, Teaching Methods, *Team Teaching

An education program designed to provide experiences for graduate students that would prepare them to teach at the college level is described. The practicum courses offered were developed to bring theoretical and practical aspects of undergraduate teacher education into a clear and interacting relationship and to help students in applying what they had learned theoretically to actual and simulated educational situations. Students were assigned to teaching teams responsible for two undergraduate college courses and had direct and regular contact with small groups of students for two semesters. Opportunities were provided for observing teaching in public school classrooms, leading group discussions with their peers, and giving short lectures. The students had close contacts with experienced faculty members who evaluated their work and served as role models. (JD)

ED 173 308 SP 014 165

Lewis, Frank W.

The Educator's Role: Piaget's View.

Pub Date-79

Note-16p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, Child Psychology, *Learning Processes, *Motivation Techniques, Self Actualization, Student Role, *Student Teacher Relationship, Teacher Responsibility, *Teacher Role, Teaching Techniques

Identifiers-*Piaget (Jean)

The advice of Jean Piaget on the role of the educator as promoter of human development in students is reviewed. Included in this study are his observations and admonitions about characteristic duties and functions of a teacher as seen from the perspective of his research findings about the development of human learning and the learner. (JD)

ED 173 309 SP 014 180

Moore, Gary E.

Providing Instructional Feedback to Students in Education Classes.

Pub Date-77

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Audiotape Recordings, *Feedback, Individualized Instruction, Preservice Education, Student Attitudes, *Teacher Education, Teacher Educators, *Teaching Methods

The results of a study to determine the relative effectiveness of written and audiotaped feedback to students are examined. Subjects of this study were education students in a university. One group of subjects received audio feedback on cassette tape on assignments; the other received written feedback. No statistical difference was found between written and tape-recorded feedback in improving student performance. It was found, however, that teachers found audiotape response less time consuming than written, and that students had a more positive attitude toward tape-recorded feedback than written feedback. (JD)

ED 173 310 SP 014 211

Exploring Values and Feelings in the Social Studies (Florida Competency Based Modules SSV). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Emotional Adjustment, *Inservice Teacher Education, Instructional Materials, Interaction, *Social Relations, *Social Studies, *Social Values, *Teaching Methods, Validated Programs

The inservice teacher education materials described are for teachers of all levels who wish to be acquainted with specific strategies for teaching value processes in social studies. Included in this informative report are the scope and sequence of module topics, activities and resources involved in use of the materials, ordering information, and a critique of the product. (JD)

ED 173 311 SP 014 276

Grandinetti, Juliette K.

The Effects of Instruction on the Sexist Attitudes of Pre-Service Teachers.

Pub Date-Apr 79
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Change, *Changing Attitudes, Females, *Sensitivity Training, *Sex Discrimination, *Sex Stereotypes, Social Attitudes, *Teacher Attitudes, Teacher Education

The effects of short-term consciousness-raising instruction on the sexist attitudes of preservice teachers toward women was examined. To test the ability of teacher education institutions to lessen the level of sexist attitudes, 70 students were divided into three groups, a control group and two treatment groups. Each group was pretested and posttested for societal and educational sexist attitudes. A statistically significant difference in the posttest levels of educational sexist attitudes between the group receiving sensitivity instruction and the treatment groups was found. (Author/JD)

ED 173 312 SP 014 334

Health Education of Children and Young People. Report on a Working Group.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date-May 78

Note-15p.; Report of a World Health Organization Working Group (Dublin, Ireland, May 23-26, 1978)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, *Delivery Systems, *Health Education, Health Programs, Health Services, Program Development, *Program Planning, *Teacher Education, Youth

Two papers are presented and discussed in this report. The first is Integration of Health Education Services with Other Services for Children and Young People,'' and the second is Health Education of Educators.'' Discussion of these two papers centered around three topics: identification of the health education component of all relevant services and professions; identification of factors promoting and/or hindering the integration of health education in these services and professions; and the investigation of the process whereby integration of the relevant services and professions may be initiated and completed. A list of participants is included. (DS)

ED 173 313 SP 014 361

Cohen, Margaret W.
Teachers' Belief Systems and Training Effects.
Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Effective Teaching, Improvement Programs, *Individual Differences, *Inservice Programs, Inservice Teacher Education, Interaction, *Program Effectiveness, *Self Concept, Teacher Attitudes, *Teacher Motivation, Teaching Styles

The purpose of this investigation was to learn if individual differences between teachers affect the degree to which they are receptive to inservice training. The specific objective was to determine if the conceptual systems teachers use to organize and act on elements in their own environments differentially affected their participation in and response to a training program in new methods of teaching. Results suggest that not only will teachers' conceptual systems influence what they learn from inservice efforts, but also how much they want to try to use what they have learned. (JD)

ED 173 314 SP 014 362

Carter, David G., Sr.
The Educator and the Liability Law of Professional Malpractice: A Historical Analysis.
Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Court Cases, *Educational Legislation, Educational Policy, Futures (of Society), *Legal Problems, *Legal Responsibility, *School Responsibility, *Student School Relationship, Torts
Identifiers-*Educational Malpractice

The issue of whether educators and the education profession can be held liable for professional judgments that result in the failure of students to succeed academically is addressed. An overview of past educational malpractice claims is presented, with an outline of the fundamental legal questions in several case histories. Judicial decisions in these cases are discussed and analyzed. The implications of increasing malpractice suits against educational institutions are considered. (JD)

ED 173 315 SP 014 363

Goldstein, Jane McCarthy

Managerial Behaviors of Elementary School Teachers and Student On-Task Behavior.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Behavior Change, *Class Management, Classroom Environment, *Classroom Techniques, Elementary Education, Group Dynamics, *Performance Factors, Student Behavior, Student Teacher Relationship, *Teacher Behavior, Teaching Methods

The classroom management techniques of elementary school teachers were observed to determine their effectiveness in promoting desirable on-task behavior on the part of pupils. Seven approaches to class management were used as a framework for observation authoritarian, behavior modification, common sense, group process, instructional emphasis, permissive, and socioemotional relationship between teacher and student. Thirty-five elementary school teachers were observed for two full morning classroom sessions during the second semester of the school year. During each observation period, the observer recorded student on-task behavior and teacher managerial behaviors. Results indicate that the use of group processes and socioemotional climate managerial behaviors are positively related to student on-task behavior, while the use of authoritarian and permissive managerial behaviors are negatively related. A pluralistic approach using behavior modification, group process, and socioemotional climate approaches produced the most satisfactory on-task behaviors in students. (JD)

ED 173 316 SP 014 367

Crowe, Patricia B.

An Observational Study of Teachers' Expectancy Effects and Their Mediating Mechanisms.

Pub Date-79
Note-6p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Expectation, Feedback, *Interaction Process Analysis, Nonverbal Communication, Performance Factors, *Response Mode, *Student Behavior, *Teacher Behavior, Teacher Response

The theory that teachers treat students from whom they expect superior achievement differently than those from whom they expect inferior performance is examined. Five ways of reacting on the part of the teacher are identified for the purpose of this study teacher warmth, teacher feedback, teacher selection of materials, opportunity offered for student response, and frequency of touch. Physical education teachers were asked to rank their students as either high or low achievers and were then observed for a two-week period. The following behaviors were observed: (1) high achieving students were asked more questions and given more opportunity to respond; (2) teachers treated designated high achievers more warmly than designated low achievers; (3) there was little evidence that teachers provided more feedback to high achievers; (4) there was no significant evidence that teachers taught more new material to high achievers; and (5) teachers did not touch their designated high achievers more than designated low achievers. (JD)

ED 173 317 SP 014 369

Gehrke, Nathalie J.

A Grounded Theory Study of Teacher Role Personalization. Part Three. The Teacher's Role Conflicts.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Emotional Adjustment, Emotional Problems, Longitudinal Studies, Marriage, *Role Conflict, Self Concept, *Stress Variables, Teacher Attitudes, Teacher Behavior, *Teacher Morale, *Teachers, Working Parents

The results of a four-year study of teachers' perceptions of their role at work and in private life are presented. Information about the teachers came from interviews, observations, and written statements of concerns of ten teachers during the first, third, and fourth year of teaching. Changes in the private segments of their personal lives such as marriage and parenthood changed their perceptions of priorities and satisfactions. Personal-professional role conflicts arose from concurrent demands for their time and allegiance. In the fourth year behaviors emerged designed to cope with tedium of the teaching job and growing role conflicts. Some abbreviated case histories are used for illustration. (JD)

ED 173 318 SP 014 372

Bents, Richard

A Study of the Effects of Environmental Structure on Students of Differing Conceptual Levels.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Cognitive Style, Individual Characteristics, *Interaction Process Analysis, Preservice Education, Psychological Patterns, Student Attitudes, *Teacher Education, *Teaching Methods, *Teaching Styles

The interactive effects of a student's conceptual level and the structure of the teaching environment are examined. Concept level for the purposes of this study is identified as maturity in information processing and in interpersonal competence. Thirty-three preservice teachers were classified as being at a high, middle, or low conceptual level. Instruction techniques for these students were considered as high structure'' (criteria highly controlled by the instructor) and low structure'' (criteria minimally controlled by the instructor). Results indicate that low-concept-level learners benefit more from high-structure instructional environments than from low-structure environments, and, conversely, high-concept-level students profit most from low-structure environments and are less affected by the variation in structure. (JD)

ED 173 319 SP 014 380

Erickson, Frederick

On Standards of Descriptive Validity in Studies of Classroom Activity. Occasional Paper No. 16.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-76-0073

Note-32p.

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Classroom Research, *Communication Skills, *Interaction Process Analysis, Student Behavior, Teacher Behavior

Identifiers-*Descriptive Validity

The author argues here that progress toward greater validity in description through increasingly specifiable standards for quality control is crucial for the advancement of theory as well as for the improvement of method in descriptive studies of classroom life. Some standards for judging the validity of descriptions of classroom action are proposed, and examples of descriptions are presented. The role of the external memory of an audiovisual record is briefly reviewed. (Author)

ED 173 320 SP 014 381

Rosenblatt, Ronald R. Parish, Thomas S.
The Relationship of Human Values to Perceived Teaching Styles.
Pub Date-Aug 78
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors Behavior Patterns, *Educational Strategies, Personality Studies, *Personal Values, *Social Values, *Teacher Attitudes, Teacher Behavior, *Teaching Styles, Teaching Techniques

The relationship between a teacher's human values orientation and individual teaching style is explored. Undergraduate education majors were asked to complete the Teaching Style Q-Sort instrument containing 16 statements about teacher behavior, identifying each as most like or unlike their own style. The subjects were also asked to respond to the Rokeach Value Survey identifying those social and personal values they held in most and least esteem. An analysis of the results of this study indicated a tentative relationship between teaching styles and individual values. A number of specific values showed significant differences in ranking across teaching styles. (JD)

Cameron, Margaret Hofvander, Yngve
Manual on Feeding Infants and Young Children. Second Edition.
United Nations, New York, N.Y.
Pub Date-76
Note-187p.; Prepared under the aegis of the Protein Calorie Advisory Group of the United Nations System; Sponsored internally by the FAO, WHO, UN Children's Fund, and World Bank. Available in English, French, and Spanish versions
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Child Development, Developing Nations, Disease Control, Human Body, *Infancy, Infant Mortality, Neonates, *Nutrition, *Physical Health, *Pregnancy

This manual provides information on preventive treatment and improving the health and food of infants, young children, and their mothers in developing nations. The nutrition needs of women during and following pregnancy are outlined, as well as the benefits and problems of breast feeding and weaning techniques. A discussion is presented on the major causes of disease and death in children under five years old in developing countries. The availability, nutritional value, and preparation of foods in tropical and semitropical climates is the subject of the last nine chapters. (JD)

ED 173 322 SP 014 386

Certificate Regulations for School Personnel.
Kansas State Dept. of Education, Topeka.
Pub Date-May 79
Note-48p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Certification, *Educational Certificates, *School Personnel, *State Standards, Teacher Certificates, Teacher Certification
Identifiers-*Kansas

This certification handbook provides regulations and systematic procedures for initial issuance of educational certificates as well as renewal requirements in the state of Kansas. The certification topics include secondary certificates, special certificates, elementary certificates, administrator certificates, vocational education certificates, certificate renewal based upon age, certificates from other states, substitute teaching certificates, revocation and suspension of certificates, foreign exchange teachers, and school nurse certificates. A list of accredited colleges and universities in Kansas is included. (DS)

ED 173 323 SP 014 387

Gordon, Bruce Graham Campbell, Ken Claude
Parents and Teachers Meet Educational Innovations'' at the Local School Level.
Pub Date-79
Note-6p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation, Curriculum Development, *Demonstration Programs, *Educational Innovation, Elementary Education, *Instructional Aids, Instructional Materials, *Parent Teacher Cooperation

To provide parents with a clearer picture of what does or what can go on in the classroom when innovative materials and ideas are used, a demonstration program was presented for them by the local university and student teachers. Student teachers briefly introduced the purpose of the demonstration and materials used, had the elementary students work with the materials, and responded to questions from the parents and cooperating teachers regarding what they had observed. Throughout the university participation with the program was stressed. (JD)

ED 173 324 SP 014 391

Peer Perspective. Volume 5, Number 2.
National Organization for Women, Washington, D.C. Project on Equal Education Rights.
Pub Date-May 79
Note-5p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletic Programs, Athletics, *College Programs, *Equal Education, Feminism, *Sex Discrimination, Sex Fairness, Vocational Education, *Womens Athletics
Identifiers-Department of Health Education and Welfare, *Title IX Education Amendments 1972

Concerned with the sex equity of college athletic programs, this newsletter focuses on (1) a large group of colleges lobbying against Title IX and seeking cutbacks on sports coverage, (2) the mobilization of community groups seeking sex equity in local schools in Michigan and North Carolina, (3) new guidelines for eliminating sex discrimination in vocational education, (4) new rulings and policies from the Department of Health, Education, and Welfare, and (5) half-court women's basketball. Other short notes are included as well as a list of resources. (DS)

ED 173 325 SP 014 392

Cheffers, John T. F. Lombardo, Bennett J.

The Observation and Description of Teaching Behavior and Interaction of Selected Physical Education Teachers.

Pub Date-Mar 79
Note-9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisianna, March 18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Observation Techniques, *Interaction Process Analysis, Physical Education, *Teacher Behavior, *Teacher Response, Teaching Styles

The purpose of this study was to observe and describe the teaching behavior and interaction patterns of four elementary school physical education teachers longitudinally. Each teacher was observed twice a day (AM and PM) for a period of 20 consecutive days, resulting in 40 observations per subject. The following conclusions were reached: (1) teaching behavior and interaction patterns vary minimally over 20 days; (2) traditional, nonhumanistic teaching styles prevailed in the movement classes observed; (3) variable of time of day, grade level, and day of the week have a negligible influence on teaching behavior and interaction in physical education classes; (4) significant differences exist in teaching behavior between male and female teachers; and (5) content of the lesson was found to be an influential factor on interaction and teaching behavior in the gymnasium. (JD)

ED 173 326 SP 014 398

Prawat, Richard S.
Teacher Perceptions of Student Affect. Research Series No. 44.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-76-0073
Note-37p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.50)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, Behavior Change, *Class Management, Emotional Response, Group Dynamics, *Interaction Process Analysis, Interpersonal Relationship, Reactive Behavior, *Student Behavior, Student Characteristics, *Teacher Behavior, Teacher Response

The study reported in this paper focuses on teacher perceptions of students' affective or noncognitive behavior in the classroom. Elementary school teachers were asked to describe in writing five events or situations involving students that they judged to be fairly typical and that had occurred in their classrooms. The emphasis was upon events rather than individuals, so a broad perspective might be obtained on the teachers' perceptions of student behavior. Results suggest that students' adjustment to the classroom and other students is of greater concern to teachers than individual students' personal adjustment. It was also concluded that teachers' perceptions of classroom behavior is based more upon the group than upon individuals. (JD)

ED 173 327 SP 014 402

Talmage, Harriet Rasher, Sue Pinzur

A Study of the Effects of Three Dimensions of Instructional Time on Academic Achievement.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Class Management, Elementary Education, Homework, *Interval Pacing, *Learning Processes, Planning, Programed Instruction, *Teaching Techniques, *Time Factors (Learning)

In examining three dimensions of instructional time (teacher preparation time, student homework time, direct in-class instructional time), the objectives of this study were to determine which dimensions or combination of dimensions correlate with achievement, and whether the dimensions differentially affect achievement based on grade and ability level. Elementary students were given instruction in a nutrition curriculum over a three-month period. Time data were analyzed by activity, with a posttest nutrition achievement test as the dependent variable and the three time dimensions, grade, and ability levels as independent variables in a series of stepwise multiple regressions. Direct instruction consistently predicted posttest achievement. (Authors/JD)

ED 173 328 SP 014 403

Skovran, Sandra K.
The Relationship Between Visual Information Processing and Motor Proficiency in Five-Year-Old Children.
Pub Date-Aug 77
Note-124p.; M.A., Kent State University
Available from-Motor Development Center, Kent State University School, Kent State University, Kent, Ohio 44242 ($5.75)
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Kindergarten Children, Observation, *Perceptual Motor Coordination, Performance Factors, *Psychomotor Skills, Visual Learning, *Visual Perception

The purpose of this study was to determine if five-year-old children displaying high or low ability to process visual information exhibited the same high-low ability in proficiency of motor tasks which were dependent upon visual information for successful completion. The subjects were 40 five-year-old children who were required to pass a visual acuity screening test. The children were assigned to a high or low group for each of six factors: (1) vision; (2) stationary striking of a ball; (3) moving striking; (4) aerial catching; (5) bounce catching from five feet; and (6) bounce catching from ten feet. It was concluded that no significant relationship existed between visual processes and motor tasks requiring vision for successful completion. A significant difference was found between high-low bounce catch from ten feet on the various visual tasks. The high group performed significantly better on the vision tasks than the low group. It is concluded that this is because this task required a perceptual sophistication not required by the others. (JD)

ED 173 329 SP 014 404

Rife, Frank N.

Emphasizing Teacher Behavior as an Educational Tool.

Pub Date-Mar 77
Note-9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Seattle, Washington, March 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Modeling (Psychological), Observational Learning, Peer Influence, Physical Education, *Positive Reinforcement, *Student Behavior, *Teacher Behavior

The effectiveness of students' modeling teacher behaviors as a means of bringing about desirable classroom decorum and skill achievement is discussed within the context of physical education classes. (JD)

ED 173 330 SP 014 406

Kysilka, Marcella And Others
Metrication and the Public School's Responsibility.
Pub Date-79
Note-30p.; Paper presented at the Annual Convention of the Association of Teacher Educators (Orlando, Florida, February 19-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classification, Indexing, *Information Systems, Inservice Teacher Education, *Instructional Materials, *Media Selection, *Metric System, *Public Schools, Resource Centers
Identifiers-Annehurst Curriculum Classification System, Florida

Three responsibilities of educators with regard to metric instruction are outlined providing metric awareness, providing inservice education, and providing materials for metric instruction and a description is provided of a system for classifying instructional materials in a school library so they become more readily available to teachers. The Annehurst Curriculum Classification System, designed for classifying, organizing, storing, and retrieving curriculum materials, is presented in detail. The system involves making 16 decisions about each piece of curriculum material and labeling each item according to those 16 decisions. (DS)

ED 173 331 SP 014 407

Nickel, K. N.
Experimentation, Extrapolation, Exaggeration Thy Name is Research.
Pub Date- 79
Note-9p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Case Studies, Control Groups, Data Collection, *Educational Research, Language Dominance, *Research Methodology, *Research Problems, Sampling, Socioeconomic Status, Statistical Analysis, Teacher Characteristics
Identifiers-*American Institutes for Research, Bilingual Education Act 1968

The failure of educational research to fully allow for limitations in methodology when drawing conclusions is faulted. In addition to this, a failure on the part of the media educational and other to fully publicize these limitations is also criticized. Methodological shortcomings of the 1977-78 American Institutes of Research (AIR) study of Title VII bilingual education are used as an example of faulty research methodology and subsequent distortion of the results of that research by media. Guidelines for evaluating the worth of educational research in reference to six possible limitations are presented. (MJB)

ED 173 332 SP 014 430

Norris, William R. McIntyre, D. John

The Congruency of Lesson Plans and Teaching.

Pub Date- 79
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Lesson Plans, Planning, Preservice Education, *Student Teaching, *Teaching Procedures
Identifiers-*Lesson Delivery

The lesson plans of 30 elementary and secondary level student teachers and audiotapes of lessons delivered from these plans are compared to determine the congruence between prelesson planning and actual delivery. An analysis of the audiotapes in comparison to written plans is given with reference to: (1) planning for each of three phases (introduction, development, culmination); (2) time spent on each of the phases; (3) planning of lesson objectives and their communication to students; and (4) planning and delivery activities. Two primary conclusions are drawn: first, student teachers actually attend to more phases and activities than indicated in the written plans, and second, elementary level student teachers seem to be more inclined to present lessons as planned. Several implications for teacher education are noted. First, student teachers may be able to conceptualize the instructional process more easily than they can communicate it in writing. Second, methods instructors may need to give greater attention to the problems involved in the instructional planning process. Finally, in neither the lesson plans nor in the lessons themselves was there any significant evidence that student teachers attended to the more sophisticated aspects of instructional planning such as pacing, evaluation, or individualization. (MJB)

ED 173 333 SP 014 438

Werner, Peter H. Burton, Elsie C.

Learning Through Movement: Teaching Cognitive Content through Physical Activities.

Pub Date-79

Note-319p.

Available from-The C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 62141 ($9.95)

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Art Education, *Cognitive Development, Elementary Education, Language Arts, *Learning Activities, Learning Modalities, *Movement Education, *Multisensory Learning, Music Education, *Perceptual Motor Learning, *Physical Activities, Science Education, Social Studies

Action-oriented learning activities are focused on in this book which attempts to outline an approach for stimulating and motivating children to learn through movement. The book is divided into five parts, each dealing with an aspect of the elementary school curriculum. Part one is concerned with the language arts and is divided into three chapters relating how listening and speaking, reading and writing, and nonverbal communication can be taught through physical activities. Part two presents the concepts of mathematics, and the lessons that have been developed are the whole numbers and the metric system; mathematical sentences, sets, and field properties; and quantitative ideas, measuring and graphing, and geometry. Part three discusses the teaching of science and covers stability, levers, Newton's laws of motion, factors affecting the human body and its movement, sound, and biological and earth sciences. Social studies concepts including living and working together, our home the earth, our country's heritage, and regional studies are presented in part four. Part five concerns the related arts concepts, and covers activities designed to teach the concepts of music, with activities exploring dynamic, tempo, pitch, mood, shape, phrasing, and rhythmic structure, and concepts of art and movement including line, form, shape, space, color, and design and composition. Illustrations and diagrams are included, and a lesson plan is set forth for each curricular area. (Author/DS)

ED 173 334 SP 014 440

Willgoose, Carl E.
The Curriculum in Physical Education. Third Edition.
Pub Date-79
Note-404p.
Available from-Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632 ($15.95)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adapted Physical Education, *Course Organization, *Curriculum Development, Educational Research, Performance Factors, *Physical Education, *Program Evaluation, *Program Planning, Student Ability, Trend Analysis

The issues, trends, and needs in physical education are discussed in this book; however, its primary thrust is directed toward curriculum improvement. Attention is focused on a number of school and community settings, alternative programs, research and change, student competencies, program content and organization, adapted physical education, and the relationship between program objectives and evaluation procedures. (JD)

ED 173 335 SP 014 441

Barrows, Linda K.

Power Relationships in the Student Teaching Triad.

Pub Date-10 Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Supervisors, *Cooperating Teachers, Field Experience Programs, *Interpersonal Relationship, *Power Structure, *Student Evaluation, *Student Teachers, Student Teaching, Teacher Education

The power relationship between the student teacher, cooperating teacher, and the university supervisor is analyzed. This triadic relationship is commonly hierarchical with a superior cooperating teacher, an inferior student teacher, and a university supervisor playing only a tangential role that is frequently reduced to corroborating the opinions of the cooperating teacher. Four case studies are presented and discussed as they typify this traditional relationship. Revisions are suggested in the role of the supervisor and cooperating teacher as critics of the student teacher. (JD)

ED 173 336 SP 014 446

Jones, Paul E.

A Survey of Microteaching in Secondary Teacher Education Programs of NCATE Accredited Colleges and Universities.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Audiovisual Aids, *Microteaching, *Program Evaluation, Teacher Behavior, *Teacher Education, Training Techniques

Secondary teacher education programs were surveyed in order to determine: (1) How widespread is the use of microteaching? (2) Where is microteaching found within the programs? (3) How are selected operational features of microteaching used? (4) With what frequency are selected operational features used? It was found that the number of secondary education programs using microteaching has increased. Microteaching is used most often in general methods courses and subject methods courses. The majority of the institutions use videotape recordings in microlessons and the three most frequently used teaching skills are "fluency in asking questions," "providing reinforcement," and "using praise." (JD)

ED 173 337 SP 014 447

Peterson, Anne R.

Teachers' Changing Perceptions of Self and Others Throughout the Teaching Career: Some Perspectives from an Interview Study of Fifty Retired Secondary School Teachers.

Pub Date-Apr 79
Note-54p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Changing Attitudes, Emotional Adjustment, *Job Satisfaction, Older Adults, *Psychological Needs, *Self Concept, *Teacher Attitudes, Teacher Morale, Teacher Retirement

Fifty retired teachers were interviewed in an effort to acquire information about how their attitudes and outlooks changed throughout the course of careers in secondary schools spanning an average period of 38 years each. Of particular interest in the study was the emergence of changes in personal attitudes and changes in attitudes toward others. Four areas of personal change were reported by the retired teachers as they recalled their careers: (1) changes in level of commitment to teaching; (2) changes in level of job morale; (3) changes associated with the physical processes of aging; and (4) changes in levels of tolerance. Changes were noted in the perceptions of students, parents, colleagues, school community, and administrators. Results indicated that teacher attitudes and outlooks change in fairly predicatable sequences that are in turn related to changes associated with the processes of adult development. A copy of the questionnaire used in the study is appended. (JD)

ED 173 338 SP 014 455

Gayles, Anne Richardson

An Analysis, and Cataloging of Multicultural Teacher Education Curricula in Colleges and Universities Approved by the American Association of Colleges for Teacher Education.

Pub Date-79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Curriculum, Cultural Pluralism, *Multicultural Education, *Program Development, *Program Evaluation, Teacher Education, *Teacher Education Curriculum, Teacher Programs, *Trend Analysis

The status of multicultural teacher education curricula in selected colleges and universities is surveyed and appraised in this study. The study was designed to (1) identify the number and kinds of multicultural curricular experiences and programs; (2) reveal the variety of these programs; (3) ascertain the quality of the programs; (4) determine the rationale, purposes, principles, and concepts contained in the programs; and (5) identify current policies and practices in developing, organizing, and implementing multicultural experiences. Information was obtained from a study of previous research findings, personal interviews with students, and data secured from a letter of inquiry to deans of colleges of education. Findings are stated under theoretical headings that note significant aspects of multicultural education. Trends revealed by the study are analyzed. (JD)

ED 173 339 SP 014 463

Brophy, Jere E.
Using Observation to Improve Your Teaching. Occasional Paper No. 21.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0073
Note-18p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.50)
Pub Type- Reports - Evaluative (142) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Management, Class Organization, *Classroom Observation Techniques, Feedback, *Peer Evaluation, Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, *Teacher Improvement, Teaching Methods

The value of constructive classroom observation in improving teachers' behavior and classroom management is pointed out, and a method of providing this observation is suggested. It is recommended that teachers working as a group observe each other's classrooms. Teachers who differ in experience and expertise can, by this means, make contributions and assistance by providing feedback to each other. The following principles are offered for use in observation: feedback should (1) involve specific, concrete behaviors or characteristics; (2) be credible and presented with good intentions and in understandable terms; (3) include specific guidelines for change; and (4) lead to a commitment to initiate specific changes. (JD)

ED 173 340 SP 014 464

Brophy, Jere E.
Advances in Teacher Effectiveness Research. Occasional Paper No. 18.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0073
Note-28p.; Some pages may not reproduce clearly
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Basic Skills, Behavior Patterns, *Class Management, Class Organization, *Educational Research, *Effective Teaching, Elementary Secondary Education, Group Instruction, *Teacher Behavior, *Teaching Methods

Following a review of research findings on the relationship between teacher behavior and student achievement, current activities in teacher effectiveness research are discussed. Two major trends emerge in recent research studies. Existing correlational findings on the topic are being integrated and applied to contexts beyond basic skills instruction in the elementary grades. Clusters of correlational findings are being assessed for degree of implementation by teachers in their daily instructional methods. Recent findings indicate that direct instruction in small groups coupled with formal classroom organization and management are as effective in producing satisfactory learning results at the secondary level as they are in teaching basic skills at the elementary level. (JD)

ED 173 341 SP 014 476

Fallon, Dennis J., Ed.

Encores for Dance. Selected Articles on Dance III, 1968-77.

Pub Date-78

Note-191p.

Available from-American Alliance for Health, Physical Education, Recreation, and Dance Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($8.00)

Pub Type- Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Creative Activities, *Creative Expression, *Dance, Dance Therapy, Exercise (Physiology), Folk Culture, *History, Moral Issues, Movement Education, Physical Education, *Popular Culture, Self Expression, Social Behavior, *Social Life, Teaching Techniques

The nature, role, and scope of the dance in the United States is the subject of this collection of articles. The philosophical, historical, socio-cultural, and educational perspectives of dance are considered in the first four chapters. The following five chapters focus primarily on considerations that should improve teaching techniques and strategies used in several dance forms. (JD)

ED 173 342 SP 014 479

Tennis Badminton Squash. May 1978-May 1980. NAGWS Guide.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-78
Note-222p.
Available from-American Alliance for Health, Physical Education, Recreation, and Dance Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Squash (Game), Standards, Teaching Techniques, *Tennis, *Womens Athletics

Identifiers-*Badminton

The official rules governing womens' participation in tennis, badminton, and squash competition are presented. Teaching suggestions for coaches are included. (JD)

ED 173 343 SP 014 480

Bowling Golf. January 1979-January 1981. NAGWS Guide.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-79
Note-122p.
Available from-American Alliance for Health, Physical Education, Recreation, and Dance Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Golf, Physical Education, Standards, *Teaching Guides, *Teaching Techniques, *Womens Athletics
Identifiers-*Bowling

The official rules and regulations governing womens' participation in team bowling are presented. Teaching techniques for golf are outlined, and the rules governing golf team play are covered. (JD)

ED 173 344 SP 014 481

Synchronized Swimming. January 1979-January 1980. NAGWS Guide.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-79
Note-66p.
Available from-American Alliance for Health, Physical Education, Recreation, and Dance Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletic Coaches, *Swimming, *Teamwork, *Womens Athletics

The official rules governing synchronized swimming for girls and women are presented. (JD)

ED 173 345 SP 014 500

Get Set (Generic Education Training for Special Education Teachers). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Handicapped Students, *Inservice Teacher Education, Instructional Materials, *Mainstreaming, Problem Solving, *Special Education, *Special Education Teachers, Teaching Techniques, *Validated Programs

The described multimedia program is for special education teachers who have been trained to work in specific special needs areas but who find themselves in an instructional setting that requires them to work in areas where they have no specific training. This descriptive report contains information on the contents of the modules that make up the program and the activities and resources involved in their use. Ordering information for materials and a critique of the program are included. (JD)

ED 173 346 SP 014 502

Individualized Educational Programming (IEP): A Child Study Team Process (Mainstreaming Training Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Individualized Programs, Individual Needs, *Inservice Teacher Education, *Instructional Materials, *Mainstreaming, *Parent Teacher Cooperation, *Program Planning, Validated Programs
Identifiers-*Individualized Educational Programs

The inservice teacher education program described is for teachers at any grade level who need to develop skill in developing and implementing an Individualized Educational Program (IEP) for handicapped children in their class. Included in this informative report is a description of the contents of the learning module involved and the activities and resources involved in its use. Ordering information is provided, and a critique of the module is offered. (JD)

ED 173 347 SP 014 504

The Public Law Supporting Mainstreaming (Mainstreaming Training Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Legislation, *Inservice Teacher Education, *Instructional Materials, *Legal Responsibility, *Mainstreaming, Parent Teacher Cooperation, School Role, Validated Programs

The described instructional materials are for the use of teachers, parents, and administrators who need to be informed on due process procedures and procedural safeguards for implementing the public law supporting mainstreaming. This descriptive report contains information on the contents of the materials and the activities and resources involved in their use. Ordering information and a critique of the materials are included. (JD)

ED 173 348 TM 007 426

Lennon, Roger T.

Perspective on Intelligence Testing.

Pub Date-30 Mar 78
Note-9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
Journal Cit-NCME Measurement in Education; v9 n2 Spr 1978
Pub Type- Speeches/Meeting Papers (150) - Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Culture Free Tests, Elementary Secondary Education, Intelligence Factors, *Intelligence Tests, Labeling (of Persons), *Opinions, Teacher Attitudes, *Test Bias, *Testing Problems, *Test Interpretation, Test Reliability

We should seek an updated perspective on intelligence testing because it is useful to reevaluate any practice that has long become institutionalized, especially one that is subject to severe criticism. Cultural bias is the most prominent criticism. Testing proponents contend that intelligence tests reflect skills and knowledge emphasized in school (although these may be culturally influenced), and that test makers are using sophisticated techniques to detect biased items. Some object to intelligence tests because they measure a narrow range of abilities; few test makers can identify other abilities which would increase predictive ability as efficiently. Test makers contend that teachers can and should develop and review expectations of individual pupil progress, based on intelligence test results; furthermore, the vast majority of teachers and adults feel that the tests do not measure inborn intelligence alone. Some critics discount results because they fluctuate over time; but a study with 2,000 students retested on the Otis-Lennon Mental Ability Test, after three and six years, challenged this view. Human concerns center around labeling and quantification of individuals' ability. In conclusion, the original need to group students still prevails; intelligence tests have improved; and their discontinuation would harm both disadvantaged and mainstream groups. (CP)

ED 173 349 TM 007 605

DeVito, Pasquale J. Rubinstein, Sherry S.

A Follow-up Study of Rhode Island Title I Participants.

Pub Date-May 77

Note-11p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Manchester, New Hampshire, May, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Gains, *Compensatory Education Programs, Elementary Education, *Followup Studies, *Program Evaluation, *Reading Achievement, *Remedial Reading Programs

Identifiers-*Elementary Secondary Education Act Title I, Rhode Island

Highlights of a followup study involving 1,179 remedial reading students in Rhode Island, grades 2 and 4, were examined. Since the study focused on determining the effect of Title I programs beyond one school year, the sample included students who did and did not continue to receive Title I services. It was not possible to determine whether each student had received these services prior to the study. Findings were based on the assumption that without Title I intervention, standard scores on the California Achievement Tests would remain at the same percentile from one testing period to the next. After the first year, students who left the program scored significantly higher than their counterparts; both groups exceeded scores expected without Title I intervention, using pretest scores as a basis of comparison. After the second year, using first year posttest scores for comparison, students were either at or below the level expected without treatment. Use of the original pretest score as the comparison criterion may be the most reasonable approach, since it is unlikely that disadvantaged students can maintain rapid rate of achievement gained during intensive remedial instruction. (CP)

ED 173 350 TM 007 608

Welch, Wayne W.
Goal-Free Formative Evaluation An Example.
Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, *Evaluation Criteria, *Evaluation Methods, Evaluators, *Formative Evaluation, Negative Attitudes, Program Evaluation, *Publications, Summative Evaluation, *Textbook Evaluation
Identifiers-*Goal Free Evaluation

A formative goal-free evaluation was conducted to assess products (documents) developed after the first year of a federally funded project. Fifteen packets of sixty-six documents were rated by an external panel of five judges, using a checklist developed for the evaluation. An intermediary between the panel and the goal-free evaluator interviewed key project staff to clarify questions about the documents and to obtain perceptions of the goal-free process. The bulk of the written evaluation report was a summary of judges' comments and ratings for each packet. Several problems surfaced: project staff seemed anxious and mistrusting about the goal-free method, and there was a major discrepancy between proposed project goals and the external evaluator's perception of the project. In summary, goal-free evaluation seems most appropriate when product development is a major task. Personal observation during evaluation seriously jeopardizes the disclosure of goals. The approach is best used as an adjunct to other evaluation methods, although it needs refining. (The checklist is appended). (CP)

ED 173 351 TM 007 675

Supporting Statement for the Survey Instrumentation of the National Longitudinal Study: Third Follow-Up. RTI Project No. 22U-884-40.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date-22 Jul 76

Note-183p.; For related document, see ED 163 023 ; Best copy available

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Data Analysis, *Followup Studies, Graduate Surveys, High School Graduates, Longitudinal Studies, *National Surveys, *Planning, *Research Design, Response Style (Tests), Senior High Schools, *Test Construction

Identifiers-*National Longitudinal Study High School Class 1972

After reviewing the research design, objectives, and basic conceptual model for the National Longitudinal Study of the High School Class of 1972 (NLS), this document describes the survey plan and issues for the third followup survey. Data analyses both those that are in progress or planned are summarized. These activities include composite score analysis, weight computation, tabular summaries, methodological studies, descriptive analyses, and issue-oriented analyses. Previously unattempted analyses, within a causal modeling framework, are proposed. Information on time schedules, consultation outside the sponsoring agency, and respondent reporting burden is also provided. The appendices include: (1) a detailed description of the field test study, its findings, and recommendations for the full-scale third followup survey; (2) alternate forms of the proposed questionnaire for the third followup; (3) results of the principal components analyses; and (4) a list of users of the NLS data. (CP)

Jamieson, John L. And Others
Asymmetric Finger Temperature Response to Test Anxiety Imagery.
Pub Date- Mar 78
Note-16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)
Available from-Department of Psychology, University of Michigan, Ann Arbor, Michigan 48109
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Females, Higher Education, *Individual Characteristics, *Lateral Dominance, *Response Style (Tests), *Stress Variables, *Temperature, Visualization
Identifiers-Bilateral Differences, Hemispheric Lateralization, *Test Anxiety

Finger temperature was recorded bilaterally from 29 right handed test anxious females while they listened to a tape describing test taking situations. Subjects also completed the A-State and A-Trait anxiety inventories, the Test Anxiety Inventory, the Irrational Beliefs Test, and the Differential Personality Questionnaire. A significant temperature decrease in response to the test anxiety tape was observed on the left but not the right hand. A difference score reflecting greater decrease in left than right hand temperature was significantly correlated with five trait variables, indicating a relatively greater left hand decrease in subjects with higher trait anxiety, more irrational beliefs, a poorer feeling of well being, being more reactive to stress and less assertive in social situation. These results support a greater role of the right hemisphere in autonomic response to stressful situations. (Author/RD)

ED 173 353 TM 007 911

Alston, Herbert L. Doughtie, Eugene B.
Validity Studies of the Kindergarten Screening Inventory.
Pub Date-8 Sep 78
Note-19p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Kindergarten Children, *Predictive Validity, *Preschool Tests, Primary Education, *Screening Tests, *Test Validity
Identifiers-*Kindergarten Screening Inventory

Research is reviewed on the validity of the Kindergarten Screening Inventory (KSI), an instrument developed by the Houston, Texas Independent School District to screen kindergarten students for possible difficulties that could lead to learning problems. The KSI includes eye-hand coordination, language learning, gross-motor subtests, as well as vision and hearing items. It is concluded that there is some evidence to support the content, criterion-related, and construct validity of the KSI. (RD)

ED 173 354 TM 008 279

Catts, Ralph
Q. How Many Options Should a Multiple-Choice Question Have? (a) 2. (b) 3. (c) 4. At-a-glance Research Report.
New South Wales Dept. of Education, Sydney (Australia).
Pub Date- 78
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Answer Sheets, Complexity Level, Foreign Countries, Higher Education, *Multiple Choice Tests, Reaction Time, Response Mode, *Test Construction, *Test Items, *Test Reliability
Identifiers-Australia, *Distractors (Tests), *Test Length

The reliability of multiple choice tests containing different numbers of response options was investigated for 260 students enrolled in technical college economics courses. Four test forms, constructed from previously used four-option items, were administered, consisting of (1) 60 two-option items two distractors randomly discarded; (2) 40 three-option items one distractor randomly discarded; (3) 40 three-option items the least appropriate distractor discarded; and (4) 30 of the original four-option items. Data from students who didn't complete the test or who omitted many items were disregarded. Results indicated that three-option items were as reliable as four-option items (reliabilities were .6 to .7 and .7, respectively); that higher scores were obtained on tests with fewer options per item; and that tests consisting of four-option item required more time for both test construction and administration. A comparison of tests (2) and (3), both containing three-option items, indicated that test (2) was more reliable, less difficult, and took longer to complete. (GDC)

ED 173 355 TM 008 315

Johnson, Dale D. And Others

Format Effects on Vocabulary Assessment.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-474
Pub Date-Nov 78
Contract-OB-NIE-G-78-0217
Note-48p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cloze Procedure, Context Clues, Elementary Education, *Reading Ability, Reading Comprehension, Response Style (Tests), Semantics, Student Testing, *Test Construction, Test Items, *Verbal Tests, *Vocabulary
Identifiers-*Item Format (Tests), Metropolitan Achievement Tests, *Synonyms

Three paradigms for assessing children's vocabulary knowledge were evaluated in this study: synonym, synonym in context, and cloze. The vocabulary tests, a paper-and-pencil adaptation of the on-line tests used in two previous studies, were administered to 830 second through seventh grade students. Subjects performed similarly on the three formats across the six grades tested. No one test format was better than either of the others within or across grades. But there were significant mean differences in scores obtained under the three formats overall. These differences ranked synonym, synonym in context, and cloze in order of difficulty from easiest to most difficult. When subjects were stratified by reading comprehension ability, scores on any one format were not significantly higher overall, than scores on either of the other two formats. Some differences did appear for the stratified groups. Low comprehenders scored higher on synonym than on synonym in context, and intermediate comprehenders scored somewhat higher on cloze than on synonym in context. It is possible that further differences in vocabulary performance might appear if children are grouped into finer categories of comprehension level. (Author/RD)

ED 173 356 TM 008 351

Webster, Raymond E.

Information-Processing Variables in the Assessment of School Related Learning Problems.

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Cognitive Processes, Cognitive Tests, *Diagnostic Tests, *Intelligence, *Intelligence Tests, *Memory, *Screening Tests, Student Placement, Verbal Learning

Identifiers-*Short Term Memory

Currently, the reliance on intelligence tests as the primary criterion for the placement of children in school programs has been challenged. Much of the controversy focuses on the insensitivity of these instruments to individual cognitive styles for different subgroups of children. While the issue of whether intelligence tests measure skill deficits or content deficiencies has not yet been resolved, it is clear that these instruments fail to delineate the specific mental processes involved in verbal and nonverbal performance. It is argued that a diagnostic procedure which attempts to determine how efficiently a child processes different kinds of information could provide a more meaningful assessment of the child's capabilities for learning new verbal material. This assessment would minimize cultural and racial bias, because it emphasizes a person's information-processing strategies without regard to norm-referenced criteria. This paper reviews the role of short-term memory (STM) in academic achievement and performance, and describes a sense of alternative diagnostic procedures which evaluate the child's capacity for acquiring and storing different types of verbal information in STM. Three areas are reviewed: (1) STM capacity; (2) decay and interference effects in STM; and (3) retrieval from STM. (Author/RD)

Morse, Jean A. Morse, P. Kenneth
Effects of Instructional Objectives on Relevant and Incidental Learning for Experienced and Inexperienced Possessors.
Pub Date-28 Mar 78
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Research, *Course Objectives, Educational Objectives, Higher Education, *Incidental Learning, *Intentional Learning, *Learning, *Learning Experience, Post Testing, Pretesting, Reading Materials, Recall (Psychological)

In two identical experiments, undergraduate students were randomly assigned to study course-appropriate prose learning materials under one of four experimental conditions (two levels of experience with objectives by two levels of possession of objectives). Achievement on objectives-relevant test items was significantly higher for possessors regardless of experience. No significant difference due to experience was found for incidental learning scores. This lack of support for previously-reported findings showing decreased incidental learning for experienced possessors of objectives is attributed to differences in the relevance of the learning materials and the nature of the task conditions. (Author)

ED 173 358 TM 008 473

Daniels, Lenore W. And Others

A Comparison of Third Grade Suburban and Inner City Children's Performance on the Standard Administration of the Peabody Picture Vocabulary Test and the Naming of the Peabody Picture Vocabulary Test Plates.

Spons Agency-New England Medical Center Hospital, Mass.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Tufts Univ., Medford, Mass. School of Medicine.

Pub Date- 74

Contract-SRS-16-P-57856-1-01

Note-32p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Dialects, Black Students, Caucasian Students, Culture Free Tests, *Disadvantaged Youth, *Intelligence Tests, *Middle Class Culture, Primary Education, *Racial Differences, *Response Style (Tests), Verbal Ability, *Vocabulary Development

Identifiers-*Peabody Picture Vocabulary Test

Ninety children were administered the Peabody Picture Vocabulary Test (PPVT) with the standardized administration, as well as an elicited word response task of the PPVT Stimulus Plates. The subjects were inner city black (BIC), inner city white (WIC), and middle class white (WMC) children. The data were analyzed to determine consistency of item errors in standard administration, consistency of naming, and correlations between item errors and naming response. Intra-, inter-, and total group analyses were run. Up through the age of six, the three groups were the same; differentiation emerged after that age, with BIC achieving lowest scores on the PPVT, and WMC achieving highest scores. No significant consistency in item errors was found, though a trend towards difference was seen in the BIC population. No significant difference among groups was found in naming, or in correlation between item error and naming response. The BIC population as well as WMC and WIC had appropriate words and/or concepts for the plates which had been missed on standard PPVT administration, suggesting a lexical/experiential as opposed to a semantic/phonemic difference. (Author/RD)

ED 173 359 TM 008 506

Joseph, Andre

Intelligence, IQ and Race When, How and Why They Became Associated.

R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-150p.
Available from-R & E Research Associates, Inc., 4843 Mission Street, San Francisco, California 94112 ($8.00)
Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies, *Blacks, Cultural Factors, Culture Free Tests, Heredity, Intelligence, *Intelligence Differences, *Intelligence Factors, Intelligence Quotient, *Intelligence Tests, Nature Nurture Controversy, *Racial Differences, Social Factors, *Test Bias, Test Validity

The history and use of intelligence testing are reviewed, with emphasis on the validity of intelligence tests for black populations. Different definitions of intelligence are summarized, followed by an historical review of intelligence testing. The work of Alfred Binet is discussed, as well as the validity and reliability of his scales. A discussion of the philosophy of Sir Francis Galton, which was continued by the early eugenics movement in America, is followed by remarks about contemporary research by Jensen, Herrnstein, and Shockley. Terman's revisions of Binet's scales, the Wechsler Adult Intelligence Scale, and group tests such as the Army Alpha and Beta Scales, are described. Three models of socialization and black culture in America are presented: (1) deficit model which suggests that black children are raised in a disadvantaged environment and are lacking in the skills and abilities considered to be indicators of success for the white middle class; (2) difference model which recognizes racial and cultural differences, especially with respect to language; and (3) bicultural model which argues that Afro-Americans are exposed to two different cultures. Problems associated with each of these models are outlined. A 17-page bibliography is appended. (GDC)

ED 173 360 TM 008 509

Williams, John D. And Others

Stages of Piagetian Tasks and Spatial Relations in University Students.

Note-11p.; Paper presented at the Annual Conference on Piagetian Theory and its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstract Reasoning, Age Differences, *Conservation (Concept), Higher Education, *Intelligence Tests, *Logical Thinking, Sex Differences, Standardized Tests, Test Construction

Identifiers-*Piagetian Tests

University students were administered three Piagetian tasks and a spatial relations test, the Revised Minnesota Paper Form Board. Students' American College Test (ACT) mathematics scores were also recorded. A measure of conservation of weight, administered individually, was the first Piagetian task. Two paper and pencil tests of progressively higher Piagetian functioning, the Concrete-Operational Reasoning Test and the Logical Reasoning Test were also administered. A path analysis was performed on the five measured variables, using a set of recursive models and with the following ordering: (1) Conservation of weight; (2) Concrete- Operational Reasoning Test; (3) Logical Reasoning Test; (4) Spatial relations; and (5) ACT mathematics. Two paths were dropped as being too small to be of explanatory value: the path from conservation of weight to ACT mathematics, and the path from conservation of weight to Concrete - Operational Reasoning Test. The data was also analyzed in a two way analysis of variance by age and sex on all variables but the ACT mathematics. Males scored significantly higher on the Logical Reasoning Test. Although non-significant, the females scored somewhat higher on spatial relations than did the males; this outcome is in direct opposition to most published findings. (Author/RD)

ED 173 361 TM 008 512

Pratt, Linda K. And Others

Personality Characteristics and Game Evaluation. Research Report (1977-78).

North Carolina Central Univ., Durham.

Pub Date-Mar 78

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Games, *Educational Games, *Evaluation, Graduate Students, *Individual Characteristics, *Individual Differences, *Simulation, *Student Reaction

Identifiers-*Myers Briggs Type Indicator

Seven simulation games were played and evaluated by twenty-six graduate students as part of a course in simulation/gaming. Each student also completed the Myers-Briggs Type Indicator, a personality type inventory which assigns each person to one of 16 types based on their placement on each of four dichotomous dimensions. The students' evaluation of the games was then related to their personality type. Differences in game evaluation were found to be related to only the Thinking-Feeling dimension. Thinking types preferred to make decisions based on data and logic while Feeling types tended to trust their emotions. In general, Feeling types rated their personal reactions to the games more positively than did the Thinking types, with the differences significant on three games and in the same direction on the remaining four. In addition, a high percentage of Feeling types indicated they would like to play all games again. There were no consistent differences in the two groups' perceptions of the group functioning in the games or in whether the students would use the game in a class they might teach. (The results were discussed in terms of the distribution of Thinking-Feeling types in certain professions. Evaluation questions are appended). (Author/RD)

ED 173 362 TM 008 517

Mishler, Elliot G.
Meaning in Context: Is There Any Other Kind.
Pub Date-Feb 78
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Context Clues, Educational Research, Ethnography, Experiments, Models, Psychological Studies, *Research Design, *Research Methodology, Research Problems, *Scientific Methodology, *Social Science Research

The scientific method is described as intending to be the guarantor of objectivity, neutrality, and diligent application of its rigorous procedures and to produce a body of cumulative knowledge that is systematic and general. The central argument of this essay addresses the discovery that research findings appear to be context-dependent; methods of the traditional model of science are inappropriate to the study of context-dependent phenomena. Models that may provide a better fit between research methods and phenomena of interest, namely the context-dependence of human meaning and action, are described as available and deserving of attention. A number of these alternative approaches and methods that may be more appropriate are described. These methods are drawn from ecological psychology, phenomenological research, sociolinguistics, and ethnomethodology. It is concluded that these methods vary among themselves, and each has its own problems, but they do provide a range of possibilities for rethinking ways of conducting scientific research. (Author/RD)

ED 173 363 TM 008 529

Becker, Wesley C.

Symposium on Direct Instruction: The Follow Through Data Show That Some Programs Work Better Than Others.

Pub Date-Mar 78

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For Abt Report, see ED 148 490-493; For House et. al.'s critique, see EJ 173 526

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Behavior, *Basic Skills, *Compensatory Education Programs, *Data Analysis, Economically Disadvantaged, Educationally Disadvantaged, *Effective Teaching, Models, National Norms, National Programs, Primary Education, *Program Effectiveness, Research Design, *Research Problems, Research Reviews (Publications), Teaching Methods

Identifiers-*Project Follow Through

The Abt Associates' final report on the Follow-Through Planned Variation Experiment is defended against the critique published by a blue ribbon panel funded by the Ford Foundation. In contrast to the conclusions drawn by House, Glass, McLean, and Walker that Follow Through showed no ``winners'' or ``losers'', the National Evaluation significance data show clearly that direct instruction outperformed other approaches on nearly all measures. Furthermore, a simple examination of normative data for the direct instruction model in comparison to eight other major models, shows that the children in the direct instruction model are at or near national norms on all Metropolitan Achievement Test (MAT) measures at the end of third grade. The conclusions drawn from these analyses are also supported by a reanalysis by Bereiter and Kurland. (Author/MH)

ED 173 364 TM 008 534

Scheuneman, Janice

On the Use of Ordering Theory with Intelligence Test Items.

Pub Date-Mar 78

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Students, Caucasian Students, Grade 2, Intelligence Factors, *Intelligence Tests, *Item Analysis, *Multiple Choice Tests, *Organization, Primary Education, Standardized Tests, *Statistical Analysis, *Test Items

Identifiers-*Ordering Theory, Otis Lennon Mental Ability Test

This study investigated the feasibility of using the ordering theoretic procedure with multiple choice items, and its usefulness as an interpretive aid for intelligence test data. Data from two components of a group-administered multiple choice intelligence test (Otis-Lennon Mental Ability Tests) were analyzed using ordering theory procedure for locating prerequisite relations among items. The results supported the applicability of the procedure to multiple choice items. Specifically, the method produced results for the verbal omnibus subtest which were replicated in large part with a second, quite different, sample. The Figural Series Completion subtest was analyzed for only one sample. In both subtests, the shapes of the hierarchies reflected the relative homogeneity or heterogeneity of the two scales and the relationships appeared to be logically valid. However, particularly in the case of the verbal subtest, results were highly item specific and of limited generalizability unless used in conjunction with theories of cognition. Nevertheless, the ordering theoretic analysis produced information and insights which would not have emerged with more conventional analyses. (Author/RD)

ED 173 365 TM 008 547

Radin, Norma

Assessment of Effectiveness in Preprimary and School Social Work Programs.

Pub Date-29 Apr 77
Note-61p.; Paper presented at the Institute for School Social Workers (Ann Arbor, Michigan, April 29, 1977); For related documents, see ED 039 264 and ED 045 179
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Handicapped Children, Models, Objectives, Personality Tests, Preschool Education, *Program Evaluation, Research Methodology, *School Social Workers, Self Concept Tests, *Social Work

A model for evaluating effectiveness in preschool and school social work programs is proposed. The paradigm has two major dimensions: criteria for evaluating success, and modalities for assessing whether the criteria have been met. Three criteria are suggested including improved views of significant others, and seven modalities including test scores, observational data, and self-reports. The conditions under which each criterion and modality is optimal are discussed and examples offered of instruments which can be used for each modality. The difference between effort and effectiveness evaluation is highlighted along with the procedures which can be followed in conducting each type of evaluation. Among the other issues explored are the use of the interrupted time series design, unanticipated consequences, the need for both short-term and long-term objectives, and the advantages of contrast groups over control groups. Suggestions are offered to individual social workers for modifying this model to assess the effectiveness of their own practice. Appendices include criteria for judging program effectiveness, tests of parent attitudes, the manual for the Toy Sorting Task, a bibliography of self concept tests, and tests involving locus of control, interpersonal perception, and teacher behavior. (Author/RD)

ED 173 366 TM 008 552

Reynolds, William M.
Development of a Scale to Measure Learning-Related Behaviors.
Pub Date-Aug 78
Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales, *Classroom Environment, Elementary Education, Learning, *Student Behavior, *Test Construction, Test Items, Test Reliability, *Test Validity
Identifiers-*Classroom Behavior Rating Scale

The Classroom Behavior Rating Scale (CBRS) was developed to provide school psychologists and educators with a measure of learning-related classroom behaviors of elementary school students. The initial item pool consisted of 100 behavioral statements reflecting learning-related behaviors such as attention and persistence. These behaviors were delineated within various educational environments (e.g. large group instruction, seat work, etc.). On the basis of teacher evaluations with respect to each item's clarity, relevance to classroom learning, and ability to be accurately rated, a 72-item scale was developed. After field testing and item analysis, a 40-item scale remained with an internal consistency reliability of .98. The 40-item CBRS was then given to 158 students, with similar reliability estimates. The CBRS also demonstrated substantial validity as shown by correlations with academic achievement tests, intelligence quotient scores, and classroom behavior problems. (Author/RD)

ED 173 367 TM 008 556

Delaney, Harold D. Maxwell, Scott E.

The Use of Analysis of Covariance in Tests of Attribute-by-Treatment Interactions.

Pub Date-30 Mar 78

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Analysis of Covariance, Educational Research, *Research Design, Sampling, Statistical Analysis

Identifiers-*Aptitude Treatment Interaction

Analysis of covariance is examined for its usefulness in attribute-by-treatment interaction (ATI) research, where subjects are randomly assigned to treatments but not to levels of the attribute factor. Contrary to what might be expected, the use of a covariate does not confound the interpretation of the interaction between attribute and treatment, because the expected value of the interaction effect is independent of the particular covariate chosen. Independence occurs regardless of whether the attribute variable is discrete or continuous, and regardless of whether the covariate is measured with perfect or less than perfect reliability. The primary implication of these results is that analysis of covariance provides a much needed means for researchers to achieve powerful designs in assessing attribute-by-treatment interactions. (Author/GDC)

Serlin, Ronald C. Marascuilo, Leonard A.

Omnibus Tests for Interactions in Repeated Measures Designs with Dichotomous Dependent Variables.

California Univ., Berkeley. School of Education.
Pub Date - Mar 78
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Hypothesis Testing, Mathematical Models, *Nonparametric Statistics, Research Design, Simulation, *Statistical Analysis, *Tests of Significance
Identifiers-*Omnibus Tests, *Repeated Measures Designs

When examining a repeated measures design with independent groups for a significant group by trial interaction, classical analysis of variance or multivariate procedures can be used if the assumptions underlying the tests are met. Neither procedure may be justified for designs with small sample sizes and dichotomous dependent variables. An omnibus nonparametric test statistic for interactions in such designs, based on the alignment procedures of Hodges and Lehmann, is presented and examined. The results indicate that this statistic should be preferred to the F test when sample sizes are small and the probabilities are near 0.0 or 0.1. (Author/GDC)

ED 173 369 TM 008 655

Saljo, Roger

Learning in the Learner's Perspective. I. Some Common-Sense Conceptions. No. 76.

Gothenburg Univ. (Sweden). Inst. of Education.

Spons Agency-Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date-Jan 79

Note-25p.; For related documents, see TM 008 656-658

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstraction Levels, Adults, *Complexity Level, *Conceptual Schemes, Experiential Learning, Foreign Countries, *Learning, *Learning Characteristics, Learning Experience, *Learning Processes, Perception, Postsecondary Education, Secondary Education, Semantics, *Student Opinion

Identifiers-Sweden

Ninety Swedish teenagers and adults with varying levels of formal education were interviewed about their own learning experiences and techniques. Subjects were then asked what they actually meant by learning. The concept was variously defined as: (1) an increase in knowledge (merely a synonym for the word learning); (2) memorizing; (3) an acquisition of facts or principles, which can be retained and used in practice; (4) an abstraction of meaning; and (5) an interpretive process aimed at understanding reality. The variation in subjective conceptions of learning resembles the distinction made in research between surface-level and deep-level processing. As surface-level processes, concepts 2 and 3 depict knowledge as external and ready-made and learning as passive. Concepts 4 and 5, as deep-level processes, depict knowledge as raw material it is the task of the learner to actively select and condense ideas. Self-reported conceptions of learning can be characterized on a shallow/deep continuum, but this relationship is symbolic, not causal. Thus, one's learning conception explains the level of processing chosen, but this level is not applied in every learning situation. (CP)

ED 173 370 TM 008 656

Saljo, Roger

Learning in the Learner's Perspective. II, Differences in Awareness. No. 77.

Gothenburg Univ. (Sweden). Inst. of Education.

Spons Agency-Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date-Jan 79

Note-13p.; For related documents, see TM 008 655-658

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstraction Levels, Adults, Age Differences, *Cognitive Development, *Complexity Level, *Conceptual Schemes, Educational Experience, Experiential Learning, Foreign Countries, *Learning, *Learning Characteristics, Learning Experience, Learning Processes, *Perception, Postsecondary Education, Secondary Education, Student Opinion

Identifiers-Sweden

Interview data on the learning experiences and techniques of 90 Swedish teenagers and adults were further analyzed to explore changes in views on learning reported by the subjects themselves, and differences between subjects with respect to age (range 15-73) and formal education (range 6-17 years). Some subjects equated knowledge with discrete units of information, and learning with transfer of facts into the head. Others introduced various distinctions as they described their conceptions of learning, as well as their methods of study; the phenomenon of learning became an object of reflection (thematized). This group could distinguish between learning for life versus learning in school, and between rote learning versus understanding; furthermore, they were also aware of the influence of the context of learning. Since this was not a longitudinal study, it was difficult to draw conclusions about developmental changes. It was hypothesized that extensive experience leads to thematization, and that thematization improves learning performance. (CP)

ED 173 371 TM 008 657

Marton, Ference Saljo, Roger

Learning in the Learner's Perspective. III. Level of Difficulty Seen as a Relationship Between the Reader and the Text. No. 78.

Gothenburg Univ. (Sweden). Inst. of Education.
Spons Agency-Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
Pub Date-Jan 79
Note-28p.; For related documents, see TM 008 655-658
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstraction Levels, Adults, Cognitive Style, Complexity Level, Conceptual Schemes, Foreign Countries, *Learning, *Learning Characteristics, Learning Experience, Perception, Persuasive Discourse, Postsecondary Education, *Readability, Reading Comprehension, *Reading Processes, Secondary Education
Identifiers-Sweden

Structural reading difficulty of argumentative prose (text with an underlying message or superordinate principle), is related to the reader's approach to reading and learning. Ninety Swedish teenagers and adults with varying levels of formal education, were divided into three groups, based on their own descriptions of reading and learning: deep approach, surface approach, or neither. Subjects read a 3,700-word argumentative passage and were given a 28-item retention test. Although the deep group performed significantly better than the surface group, the latter performed considerably higher on factual questions alone, as opposed to conceptually more difficult questions. Another experiment focused on readers' ability to realize that an excerpt was only an example, introduced in the text to illustrate qualitative differences in the outcome of learning. The surface group did not know why the example was included; that is, they saw the principle and example as two different topics with solely a serial relation. The reading difficulty examined in both experiments was not a function of content (words used, sentence length, etc.), but was not totally unrelated to content. In conclusion, reading difficulty should be viewed in relation to structure, content, and the reader's description of his/her approach to learning. (CP)

ED 173 372 TM 008 658

Saljo, Roger

Learning in the Learner's Perspective. IV. Considering One's Own Strategy. No. 79.

Gothenburg Univ. (Sweden). Inst. of Education.
Spons Agency-Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
Pub Date-Jan 79
Note-31p.; For related documents, see TM 008 655-657
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstraction Levels, Adults, *Cognitive Style, *Complexity Level, Conceptual Schemes, Foreign Countries, *Learning, *Learning Characteristics, Learning Experience, *Learning Processes, Learning Theories, *Perception, Postsecondary Education, Secondary Education, Student Opinion
Identifiers-Sweden

After reading a passage from a text which explained the deep and surface approaches to learning, ninety Swedish teenagers and adults with varying levels of formal education were asked to discuss their own learning in terms of this distinction. Surprisingly, sixty-one subjects considered both approaches applicable to their own learning. After further questioning, only thirty-three were able to demonstrate that they understood the meaning of both terms. These subjects perceived their approach to learning as being situation-dependent. They were likely to use the deep approach if they were interested in the learning material itself. Surface approaches were typical when studying for tests, participating in an experiment, or in school. The finding that people perceive their strategy to vary over situations is difficult to reconcile with the traditional starting point for research on learning approaches; namely, that learning approaches can be understood in terms of individual psychological characteristics. (CP)

ED 173 373 TM 008 761

Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests.

California State Univ., Los Angeles. National Dissemination and Assessment Center.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-300-77-0270

Note-485p.; Not available in paper copy due to marginal legibility

Available from-National Dissemination and Assessment Center, 5151 State University Drive, Los Angeles, California 90032 ($4.95 plus $1.00 postage)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests, Adults, Aptitude Tests, Attitude Tests, Bilingual Education, *Bilingual Students, Diagnostic Tests, Elementary Secondary Education, *English, *Languages, *Language Tests, Personality Tests, Postsecondary Education, Reading Tests, *Spanish, Speech Skills, Student Testing, Tests

This catalog describes 342 tests appropriate for identifying the needs of bilingual students, for diagnosing their ability, and for assessing programs. The tests are appropriate for ages kindergarten through adult, and are written in the following languages: English, Spanish, Arabic, Cambodian, Cantonese, Chinese, Cherokee, Chamorro, Crow, Choctaw, Cheyenne, Dutch, French, German, Hebrew, Ilocano, Italian, Japanese, Korean, Mandarin, Mohawk, Navaho, Nukuran, Native Alaskan, Portugese, Pilipino, Polish, Ponapean, Pueblo, Russian, Tagalog, Ulithian, Vietnamese, Yapese, Woleina, Yiddish, and Yupik. The majority are written in English or Spanish or in both languages. The tests cover the following catagories: (1) language proficiency; (2) language dominance; (3) self concept and personality; (4) sociocultural and attitudes; (5) reading and reading readiness; (6) academic achievement; (7) aptitude and interests; and (8) miscellaneous including school readiness, psychomotor performance, learning problems, and individual development. Descriptions of each test provide, whenever possible: test name; developer (commercial vs. local publisher); source of availability; copyright date; language; purpose and content; age level; administration; written vs. oral response; scoring; types of available scores; cost, and a sample item. (GDC)

ED 173 374 TM 008 793

Donmoyer, Robert

The Evaluator as Artist: A Discussion of Premises and Problems with Examples from Two Aesthetically Based Evaluations.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Aesthetic Education, Artists, *Curriculum Evaluation, Elementary Education, *Evaluation Methods, *Evaluators, *Humanistic Education, *Literary Criticism, Metaphors, Models, Observation, Program Evaluation, Teacher Response
Identifiers-*Artistic Evaluation

Artistic evaluation is a subjective process which focuses on the aesthetic qualities of an educational experience, rather than the more traditionally focus on the measurement of the outcomes of preestablished goals. It uses literary symbols, such as metaphor, voice, plot, and theme, to describe classroom settings, and to portray the personal qualities of, and interactions between teachers and students. These symbols were illustrated during the evaluation of an activities-oriented curriculum (City Building Program) by two professional evaluators. Seven teachers and administrators associated with the elementary classrooms which had implemented the curriculum discussed the evaluators' findings. Their opinions, ranging from enthusiasm to skepticism, focused on these concerns, some of which were unique to artistic evaluation: observation time; personal description; metaphor; plot; distance; release of results; and theoretician-practitioner gap. In conclusion, there is a need for feedback and interaction between evaluator and clients during the project, and before the release of findings. (CP)

ED 173 375 TM 008 847

McNeil, Keith And Others

Non-Linear Transformation of the Criterion.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Analysis, Geometric Concepts, *Multiple Regression Analysis, Predictor Variables, *Transformations (Mathematics)

The utility of a non-linear transformation of the criterion is established. The Pythagorean Theorem is used as the example to demonstrate the point. The functional relationships may be such (as in the Pythagorean Theorem) that an R-squared of 1.00 cannot be found without making a non-linear transformation of the criterion. The goal of predictability (R-squared 1.00) thus may not be reached without making a non-linear transformation of the criterion. (Author/JKS)

ED 173 376 TM 008 931

Spikes, Frank Mason, Robert C.

On the Evaluation of University Extension Programs: A Review and an Example with Illustrative Instruments and a Bibliography of Related ERIC Literature. Information Series No.11. NIU Information Program in Career Education.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.

Pub Date-77

Note-196p.; Pages 69-72 were removed from this document prior to submission to ERIC Document Reproduction Service; Best copy of Appendix B available

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Students, Age Differences, College Faculty, College Majors, *Course Evaluation, Credit Courses, *Evaluation Criteria, Graduate Students, Higher Education, Institutional Research, *Off Campus Facilities, Sex Differences, *Student Characteristics, *Student Reaction, Undergraduate Students, *University Extension

A comparative study of on-campus and off-campus credit courses at Northern Illinois University during 1975, based on the perceptions of selected faculty members who taught the same course on- and off-campus and students enrolled in the courses, is described. The study attempted to determine if differences in perception were related to age, university status, academic discipline, or sex of students. Results showed that: (1) on campus courses were perceived by students as being of higher quality than off campus courses; (2) students over 51 years old felt their needs had been met more successfully than did all other student age groups; (3) the College of Professional Studies met perceived needs better than any other college; (4) male students perceived on- and off-campus courses as lower in quality than did female students; and (5) those students pursuing an academic or vocational goal were less satisfied with on- and off-campus courses than students whose main goal in attending college was social. Two appendices are included: one listing evaluation instruments used in the extension programs of sixteen representative college and universities and an annotated bibliography of fifty-five Educational Resources Information Center (ERIC) citations from 1966 through 1974. (MH)

ED 173 377 TM 008 964

Yunker, Rose

Ethnomethodological Approaches to Research and Evaluation in the Professions.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, *Ethnography, *Evaluation Methods, *Field Experience Programs, Field Studies, Job Skills, *Observation, *Police, Postsecondary Education, Program Evaluation, *Research Methodology
Identifiers-*Ethnomethodological Research

Ethnomethodological research involves participation in the field, with some degree of social interaction, with the subjects of the study; direct observation of relevant events; some formal and a great deal of informal interviewing; systematic counting; collection of documents and artifacts; and flexibility in the direction the study takes. This paper begins with criteria for the reliability, validity, and quantification of ethnomethodological research in professional education. The field training of rookie police was observed and analyzed by means of ethnomethodological research. After 16 months of observing field training instructors, it was reported that a particular body of knowledge was shared and expressed in the work of all competent members of the profession. This knowledge, composed of attitudes and skills, was demonstrated by the officers who acted as teachers and models to the probationary officers assigned to them during field training. These attitudes and skills were communicated both verbally and nonverbally. Field training officers evaluated the rookies by means of a checklist of practical job skills. (Author/BH)

ED 173 378 TM 008 966

Okpalobi, Martis J.

An Exploration of Levels of Use of the Innovation in the Evaluation of a Teaching Reading in Content Areas Staff Development Project.

Pub Date-12 Apr 79

Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption (Ideas), Check Lists, *Content Reading, Evaluation Criteria, Faculty Development, *Instructional Innovation, *Interviews, Program Evaluation, *Reading Improvement, Reading Programs, Secondary Education, *Secondary School Teachers, *Use Studies

Identifiers-Levels of Use Interview, *Levels of Use of the Innovation, Teaching Reading in Content Areas

High school teachers of reading, mathematics, social science, and science participated in a faculty development program, Teaching Reading in Content Areas (TRICA). A focused interview system, Levels of Use of Innovation (LOU) measured the extent to which teachers used TRICA in their classrooms. There are eight levels of use: non-use, orientation, preparation, mechanical, routine, refinement, integration, and renewal. Each level is operationally defined by seven categories: knowledge, acquiring information, sharing, assessing, planning, status reporting, and performing. Interview data collected from 27 teachers indicated that 25 were using TRICA, mostly at the mechanical level. Teachers were most confident using the TRICA strategies labeled structured overview, vocabulary development, and grouping. Teachers focused on events related to the immediate use of TRICA, rather than on long-term effects, and were more concerned about facilitating instructional methodology than with meeting individual student needs. Results favored the use of TRICA and were consistent with previous research. (CP)

ED 173 379 TM 008 991

Hughes, Francis P.

The Rasch Model Applied to the Equating of Several Examination Forms.

Pub Date-11 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making Skills, *Educational Assessment, *Equated Scores, *Graduate Medical Students, Inductive Methods, Item Sampling, Medical Research, *Multiple Choice Tests, Physical Examinations, Physician Patient Relationship, Test Construction, *Videotape Recordings
Identifiers-*Rasch Model

In an examination designed by a medical specialty board, six tests were administered to groups of candidates for certification to investigate the feasibility of using videotapes of doctor-patient interactions to assess candidates' ability to note signs of potential physical disorders during a patient's physical examination and history taking, and their ability to draw reasonable conclusions and make appropriate decisions based on the available evidence. Common-item links, derived from the questions associated with selected interactions, were used to collect the data needed to equate the tests, and the Rasch model was the basis for scoring the tests and analyzing the equating data. Two indices were derived to help identify triads and links that lacked coherence. Investigation of the distributions of these indices is suggested so that firm guidelines for identifying triads and links that lack coherence can be established. Studies also should explore the relationship between coherent and incoherent triads and links, with the aim of clarifying the relationship and explaining the apparent contradiction detected in these data in which apparently coherent triads contained one or more seemingly incoherent links. (Author/MH)

Morris, Lorenzo

The Role of Testing in Institutional Selectivity and Black Access to Higher Education.

Pub Date- Apr 79
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Achievement Tests, Admission Criteria, *Black Students, College Admission, *College Entrance Examinations, *Competitive Selection, *Educational Discrimination, Educational Policy, *Enrollment Trends, Higher Education, Low Income Groups, Racial Differences, Senior High Schools, Socioeconomic Influences, *Test Bias, Test Validity

Student distribution among institutions of higher education corresponds more to the socioeconomic status of institutions than to the test-predicted performance levels. Aggregate data shows that the more costly institutions recruit wealthier students with higher test scores. Traditionally black institutions rely far less on test results, preferring to depend overwhelmingly on grades. Non-black institutions tend to judge and counsel black students, as much or more than other students, on the basis of test results. The setting of admission standards in higher education is treated as the private right of institutions, and the exercise of that right essentially corresponds to the characteristics, particularly the socioeconomic status, of the institutions. (Author/BH)

ED 173 381 TM 009 010

Huberty, Carl J. Mourad, Salah A.
Variable Selection in Discriminant Analysis.
Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discriminant Analysis, Evaluation Methods, Group Membership, *Groups, Higher Education, Prediction, *Predictor Variables, Research Design, Sampling

Methods for ordering and selecting variables for discriminant analysis in multiple group comparison or group prediction studies include: univariate Fs, stepwise analysis, learning discriminant function (LDF) variable correlations, communalities, LDF standardized coefficients, and weighted standardized coefficients. Five indices based on distance, association, and classification accuracy, evaluate the sense of discriminatory power in which a subset of a given size determined by one method, would be better than a subset of the same size determined by another method. To illustrate the use of the methods and indexes, thirteen variables for assigning 153 college freshmen to one of three French courses were rank ordered according to all six methods. The five indexes were computed for subsets of each of ten sizes determined by each method. The relative effectiveness of the variable selection methods for yielding good subsets depended on the index used. The methods agreed closely for the distance and association indexes for all subset sizes (concordance coefficient .91); but they were inconsistent for the classification index (concordance coefficient .17). The combination of variable selection method and purpose of discriminant analysis research, and the relationship between selection method and structure of data need further study. (CP)

ED 173 382 TM 009 228

Millman, Jason

Determining Test Length. Passing Scores and Test Lengths for Objective-Based Tests.

Instructional Objectives Exchange, Los Angeles, Calif.

Pub Date-72

Note-33p.

Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($2.95)

Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Achievement Tests, *Criterion Referenced Tests, *Cutting Scores, Educational Problems, *Mastery Tests, Multiple Choice Tests, Program Evaluation, Student Evaluation, Test Construction, Testing Problems, *Test Items

Identifiers-Sample Size, *Test Length

Two aspects of criterion referenced testing are discussed: cutting

scores and test length. Several practices in determining passing scores are enumerated: (1) setting passing scores so that a predetermined percent of students pass; (2) inspecting each test item to determine how important it is that it be answered correctly; (3) determining the educational consequences of setting the cutting score too high or too low; (4) examining the psychological and financial costs of a high or low passing score; and (5) adjusting the score to allow for measurement error. Test length is based on determining the size of a sample of problems needed to acquire an estimate having a specified level of accuracy. Approaches to determining test length are classical test theory, the binomial model, and sequential models. Two functions of testing programs are to assess the competency of a student in regard to specified instructional objectives and to evaluate program effectiveness. Procedures and tables are given to help determine how many test items are needed to assess individual achievement and how many students should be tested for program evaluation. (MH)

ED 173 383 TM 009 229

Popham, W. James
The Development of Criterion-Referenced Tests: Technical Considerations.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-76
Note-21p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($2.95)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Behavioral Objectives, Comparative Analysis, *Criterion Referenced Tests, Educational Objectives, Educational Testing, *Measurement Goals, Scoring, *Test Construction, *Testing Problems, Test Items, Time Factors (Learning)
Identifiers-*Domain Referenced Testing, Test Specifications

Problems in constructing criterion referenced tests related to inadequate technical criteria, and guidelines for their solution are discussed. The need to select a well-defined domain of behaviors is emphasized as the key to test construction and to understanding students' test performance. Considerations must also be given to the most effective test magnitude; that is, how much each test should cover and how many tests should be created to measure achievement in each domain. The dichotomy between the purpose of criterion referenced testing and the use of comparative data to assess student performance must also be resolved. Four guidelines to help overcome some of these limitations are: (1) the magnitude of behavior assessed should be as broad as possible without sacrificing the test's descriptive clarity; (2) test specifications should be detailed and unambiguous if there are relatively few but important behaviors being measured, even if this results in a large set of specifications; (3) estimates of required instructional time should be used to help establish a homogeneous grouping of behaviors to be measured; and (4) stimulus and response attributes of test items should be examined and their essential dimensions specified by very detailed delimiting statements. (MH)

Jensen, Arthur R. Osborne, R. Travis
Forward and Backward Digit Span Interaction with Race and IQ: A Longitudinal Developmental Comparison.
Pub Date- 79
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, Black Students, Caucasian Students, Cognitive Ability, Cognitive Processes, Culture Free Tests, Elementary Education, Intelligence, *Intelligence Differences, *Intelligence Factors, Intelligence Tests, *Longitudinal Studies, *Racial Differences, *Test Validity
Identifiers-*Wechsler Intelligence Scale for Children

Longitudinal data on the auditory forward and backward digit span (FDS and BDS) subtests of the Wechsler Intelligence Scale for Children (WISC) were obtained at five age levels (between 6 and 13), in samples of white and black children. Factor analysis and analysis of variance of the data were conducted to test 5 hypotheses, related to Jensen's Level I - Level II theory: (1) FDS and BDS involve different components of cognitive ability; the former reflects rote learning and memory, the latter reflects complex cognitive processes; (2) BDS is more highly loaded on g, the general intelligence factor, than is FDS; (3) whites and blacks show a larger average difference in BDS than in FDS; (4) the difference between FDS and BDS decreases with increasing age (or mental maturity); and (5) whites and blacks of the same WISC mental age perform the same on both subtests. All of these hypotheses were supported, although results were not always consistent at every age level. (Author/CP)

ED 173 385 TM 009 231

Desjarlais, Lionel

L'Evaluation du Rendement Scolaire. Etude Analytique des Instruments de Testing Employes pour Evaluer les Progres des Eleves aux cycles Intermediaire et Superieur. Cycles Intermediaire et Superieur. (The Evaluation of Scholastic Output. An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement in the Intermediate and Senior Divisions. Intermediate and Senior Divisions).

Ontario Dept. of Education, Toronto.

Pub Date-78

Note-138p.; Appendices B and C were removed from this document prior to its submission to the ERIC Document Reproduction Service; Document is written in French with a 12-page summary in English ; Not available in paper copy due to print quality

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($3.00)

Language-French; English

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement Tests, Educational Assessment, Foreign Countries, *French, High School Curriculum, Norm Referenced Tests, Secondary Education, Standardized Tests, State Surveys, *Student Testing, Testing Programs, *Test Reviews, *Test Selection, *Test Validity

Identifiers-Canada, Content Validity, *Ontario

A survey was conducted of achievement testing practices in the intermediate and senior divisions of French-language Ontario schools. Grades 7-8 and grades 9-10 were discussed separately. Department heads, administrators, and board of education members were interviewed concerning the availability and curricular validity of the French-language standardized achievement tests used in the subject areas of French, mathematics, English as a second language, and others (including the sciences, history, and geography). Twenty-seven commercially available standardized tests, none norm-referenced, were identified for testing mathematics or French as a native language; only two were published in Ontario. No French-language tests were available for other subjects. Although a large number of English as a second-language tests were examined, none were considered worthy of analysis. Analysis with respect to the secondary school curriculum in Ontario indicated that no test covered more than 20% of the curricular objectives. Very few norm-referenced tests were available; objective tests developed by a single teacher were used by 75% of the departments surveyed. The Test d'Acquisitions Scolaires is cited as a model for French-language test development. (GDC)

ED 173 386 TM 009 235

McDermott, Paul A. Watkins, Marl[illegible] W.
Program CONGRU (Multiple Observer Congruence Statistics).
Pub Date-79
Note-24p.
Pub Type- Reports - Descriptive (141) - Non-Print Media (100)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, *Computer Programs, *Predictive Measurement, Rating Scales, *Reliability
Identifiers-*Interrater Reliability

A computer program named Program CONGRU is presented and demonstrated. This program calculates the degree and significance of the general agreement among many observers in their assignments of objects of subjects to nominal scales. It further provides conditional agreement coefficients to assess the level of concurrence among observers for each specific nominal category. The present documentation includes a description of the program's purposes, input, output, language and processing, limitations and computational formulae. Also provided are instructions for preparing the job deck, a listing of the FORTRAN source deck, order of the card deck for computer processing, and two complete sets of sample program input and output. (Author/CP)

ED 173 387 TM 009 245

Wilson, Pamela W. And Others

An Empirical Adjustment of the Kuder-Richardson 21 Reliability Coefficient to Better Estimate the Kuder-Richardson 20 Coefficient.

Michigan State Univ., East Lansing.
Pub Date- Apr 79
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, Item Analysis, *Mathematical Formulas, *Test Reliability
Identifiers-*Kuder Richardson Reliability Formulas

The purpose of this study was to present an empirical correction of the KR21 (Kuder-Richardson test reliability) formula that not only yields a closer approximation to the numerical value of the KR20 without overestimation but also simplifies computation. This correction was accomplished by introducing several correction factors to the numerator of the KR21 to reduce the inflation of the error-variance estimate. The reliability coefficients resulting from this analysis were compared under varying levels of student sample size, number of items in the test, examination mean difficulty, and examination mean discrimination. Test data were taken from a representative sample of 101 university-level classroom achievement tests. The hypothesis of no difference between the mean KR20 and KR21 coefficients was rejected, while the same hypothesis for the empirically adjusted KR21 and the KR20 was retained. The mean underestimate of the KR20 by the KR21 was 16.1 percent, while the corrected formula 21 underestimated by only 4.2 percent. The .8 correction factor was superior to all other factors and to the original KR21, as estimates of the KR20. The representativeness of the sample of tests used in this study suggested that these findings are generalizable. (Author/CP)

ED 173 388 TM 009 250

Williams, Martha K. And Others
Educational Manager's Guide to Project Evaluation.
Network of Innovative Schools, Inc., Andover, Mass.
Pub Date-78
Contract-300-75-0396
Note-24p.
Available from-The NETWORK, 290 South Main Street, Andover,
Massachusetts 01810 ($2.00 prepaid)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consultants, Data Analysis, Data Collection, *Educational Assessment, *Evaluation Methods, *Evaluators, Formative Evaluation, Information Dissemination, Information Needs, *Needs Assessment, *Program Evaluation, Research Design, Summative Evaluation

The basic procedure in the evaluation of educational projects is described: clarification of project components and objectives; identification of information needs; assignment of priority rankings to objectives; allocation of resources, including personnel, money, and time; identification of data to be collected; construction of the evaluation design; data collection; data analysis; and dissemination of results. Utilization and implementation of results for program revisions are based on the evaluation study. Ten hints on hiring an evaluation consultant are offered. (MH)

ED 173 389 TM 009 251

Bramwell, John R. Vigna, Roxy

Evaluation Instruments Locally Developed in Ontario: An Annotated Catalogue of Material Developed by School Boards and Other Agencies.

Ontario Dept. of Education, Toronto.

Pub Date-79

Note-292p.

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada ($3.00)

Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Achievement Tests, *Attitude Tests, Behavior Rating Scales, Check Lists, Classroom Observation Techniques, Diagnostic Tests, Elementary Secondary Education, Foreign Countries, Personality Tests, Program Attitudes, *Questionnaires, Student Evaluation, *Tests

Identifiers-Canada

This 270-item catalog of evaluation instruments contains annotated descriptions of instruments within seven major catagories: achievement tests, achievement tests diagnostic, attitude scales, behavior rating scales, personality tests, observational checklists, questionnaires, and surveys. Each entry provides the instrument title, source of the instrument, name of the resource person, date of test development, purpose of the test, and a brief description. Additional information is provided involving test administration, appropriate age levels, content area, and number of items. A source of availability and price information are also provided. A cross-referenced index is appended to permit access by subject. (Author/BH)

ED 173 390 TM 009 252

Lambert, Nadine M.

Legal Challenges to Testing Larry P.: A Case in Point.

Pub Date- Aug 78

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Toronto, Ontario, Canada, August 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Students, *Court Litigation, *Educable Mentally Handicapped, Educational Diagnosis, Educational Discrimination, Elementary Education, Equal Education, *Intelligence Tests, Legal Problems, Mexican Americans, Minority Group Children, *Racial Discrimination, *Test Bias, Testing Problems

Identifiers-*Larry P v Riles

Several major issues were raised against intelligence testing by the plaintiffs in Larry P. versus Wilson Riles. It was argued that since California used intelligence tests to ascertain who should be placed in programs for the educable mentally retarded (EMR), and since blacks performed less well on the tests than whites, it was the tests which caused too many blacks to be assigned to EMR classes. Blacks' poor performance on intelligence tests particularly the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Scale was claimed to be due to test bias. The criteria for test bias included the following: items were drawn from the white middle class culture; whites had much more prior experience playing with toys; the language of black children may not have been compatible with that of the test; the race of the examiner may have motivation and affected performance; and the test's standardization sample was basically white. The final objection to the continued use of intelligence tests was that such tests keep the schools from educating black children. (An overview of the evidence presented by the defense is provided). (BH)

ED 173 391 TM 009 256

Shulman, Lee S.

Test Design: A View From Practice. Occasional Paper No. 8.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.
Pub Date-Jun 78
Contract-400-76-0073
Note-20p.; Paper presented at the Invitational Conference on Measurement and Methodology (Los Angeles, California, January, 1978)
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.75)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Criterion Referenced Tests, Diagnostic Tests, Educational Testing, Effective Teaching, Elementary Secondary Education, Evaluation Needs, Higher Education, *Medical Education, Medical Students, Student Evaluation, *Student Testing, *Teacher Attitudes, *Teacher Response, Test Construction, *Testing Problems, Time Factors (Learning)
Identifiers-Domain Referenced Tests

It appears that those who develop tests are not meeting the needs of classroom teachers. The types of tests which have traditionally been used in the classroom are inconsistent with, and in many cases, irrelevant to, the realities of teaching. When tests are designed to be relatively immune to the variations in experience and response that characterize pupils during the instructional experience, teachers tend to not use, trust, or particularly like these tests. Tests should be considered only as one part of the assessment procedure thus encouraging the development of other ways of helping teachers document, in a better calibrated manner, the many observations which they make in the classroom. (Comparisons between practitioners in medicine and teaching in terms of how, why, and with what degree of trust they utilize tests are made throughout the article). (BH)

ED 173 392 TM 009 390

Student Performance Evaluation: The Hidden Agenda in Nursing Education. Conference Proceedings.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Public Health Service (DHEW), Arlington, Va.
Pub Date-79
Grant-PHS-1D10NU02029
Note-121p.; Papers presented at the Regional Conference (2nd, Atlanta, Georgia, October 22-24, 1978) ; Parts may not reproduce clearly due to light print
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Clinical Experience, *Cognitive Style, Cultural Awareness, Educational Problems, *Effective Teaching, Evaluation Methods, Individual Differences, Medical Education, Multiple Choice Tests, *Nursing, *Performance Based Education, Program Evaluation, Student Evaluation, Teaching Techniques, *Test Construction

The first paper presented at this conference on the evaluation and effective teaching of nursing students discusses the theoretical perspective on evaluation that is, steps in writing and validating tests. A worksheet on multiple choice item types, with examples appropriate for nursing education, is included. The second paper discusses the clincial perspective on evaluation and offers a model for relating curriculum objectives to behavioral and communication skills observed in clinical settings. It emphasized that clinical evaluation is a highly value-laden entity requiring careful planning, systematic ongoing evaluation, and a commitment to specific beliefs about performance evaluation. A third paper defines cognitive style mapping and discusses the impact of training nursing educators in this technique. A fourth paper describes replicable teaching strategies which conference participants had successfully used to involve students in their own learning. Implications of cultural diversity for teaching and learning is explored in another paper. Finally, a remedial program which provided counseling and developmental courses in reading, science, and mathematics is described. The program, designed for culturally diverse students, has specified cognitive and affective skills necessary for beginning nursing students. Two textbook readability measures, the Fry Readability Scale and the Cloze Procedure Test, are briefly described. (CP)

King, Donald A.; Thorne, Nancy R.

National Longitudinal Study Data Collection Activities for the Third Follow-Up (Ju[illegible] 1976 through June 1977). Final Report. RTI Project 22U-884.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-78-223

Pub Date-Sep 77

Contract-OEC-0-73-6666

Note-105p.; Pages 32 and 43-6 were removed from this document prior to its submission to the ERIC Document Reproduction Service ; Not available in paper copy due to small print ; Reprint 1979

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0-286-178)

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Data Collection, Data Processing, Family Status, *Followup Studies, *Graduate Surveys, *High School Graduates, *Individual Activities, Longitudinal Studies, Military Service, National Surveys, Opinions, Postsecondary Education, Senior High Schools, Trend Analysis, Work Experience

Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

This is the third in a series of reports concerning data collection activities on the National Longitudinal Study of the High School Class of 1972. Data collection activities included: (1) mailing a newsletter and address verification or correction postcard, followed by questionnaire packets, including a $3.00 incentive payment, and followup mailings; (2) telephone tracing of sample members whose newsletters were returned as undeliverable; and (3) conducting field interviews of nonrespondents to the mail survey. Data processing of the information included receipt control, pre-machine editing and coding, data reduction, error resolution, and microfilming. Changes in procedures for the fourth follow-up are recommended and the questionnaires and follow-up materials are appended. (MH)

ED 173 394 TM 009 392

Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-OEC-0-74-0506
Note-53p.; For mathematics items, see TM 009 393
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Complexity Level, Content Reading, Critical Reading, Elementary Secondary Education, Factual Reading, *Functional Reading, *Item Banks, *Minimum Competency Testing, *National Norms, Reading Achievement, *Reading Comprehension, Reading Skills, *Reading Tests, Test Construction

A collection of 33 reading items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, developed by the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for testing competencies required for high school graduation. The items are arranged according to content areas: (1) graphic materials; (2) following written directions; (3) reference materials; (4) gleaning significant facts from passages; (5) main ideas and organization; (6) drawing inferences; and (7) critical reading. Twenty-nine items are presented in a multiple-choice format; four items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9-year olds, 13-year olds, 17-year olds, or adults 26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH)

Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-OEC-0-74-0506
Note-60p.; For reading items, see TM 009 392
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement Tests, Adults, Algebra, Calculation, Complexity Level, Data Analysis, *Elementary School Mathematics, Elementary Secondary Education, Geometry, *Item Banks, *Mathematical Applications, Mathematical Concepts, Mathematical Formulas, *Minimum Competency Testing, *National Norms, Number Concepts, *Practical Mathematics, Probability, *Secondary School Mathematics, Test Construction

A collection of 96 mathematics items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, part of the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for a minimal competency test for high school graduation. The items are arranged according to content areas: (1) number and numeration concepts; (2) properties of numbers and operations; (3) arithmetic computation; (4) estimation and measurement; (5) algebraic expressions; (6) probability and statistics; (7) geometry; (8) business and consumer mathematics; and (9) methods of presenting data. Sixty-four items are presented in a multiple choice format; 32 items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9 year olds, 13 year olds, 17 year olds, or adults 26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH)

ED 173 396 TM 009 399

College Outcome Measures Project. COMP Annual Report 1978.

American Coll. Testing Program, Iowa City, Iowa.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Note-36p.
Available from-College Outcome Measures Project, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (no charge)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Basic Skills, College Students, Cost Effectiveness, Educational Assessment, *Equivalency Tests, *General Education, Minimum Competency Testing, Postsecondary Education, Program Development, *Research Projects, Student Evaluation, *Test Construction, *Testing Programs, Test Reliability, Test Validity
Identifiers-*College Outcome Measures Project, Test Batteries

The College Outcome Measures Project (COMP) was organized to design, develop, validate, and disseminate assessment instruments and procedures to measure and evaluate the knowledge and skills that undergraduate students are expected to acquire as a result of general or liberal education programs, as well as those important to effective functioning in adult society. Six interrelated content and process skills were identified: (1) functioning within social institutions; (2) using science and technology; (3) using the arts; (4) communicating; (5) solving problems; and (6) clarifying social values. Major research projects were conducted on the three COMP instruments (the open-ended Measurement Battery, the Objective Test, and the Activity Inventory) with college freshmen, college seniors, postsecondary vocational-technical students, and mature adults. An advisory panel report evaluated the results of these projects, concluding that the COMP instruments have achieved reasonable validity, reliability, and cost effectiveness. Furthermore, these field tests indicated that the six skills are affected by college education, and do correlate significantly with effectively functioning adults. (GDC/CP)

ED 173 397 TM 009 435

Noeth, Richard J.

A Ten-Year Study of Test Scores for College-Bound Students in the State of Washington.

Washington Pre-College Testing Program, Seattle.
Pub Date-Mar 79
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *College Bound Students, *College Entrance Examinations, Credits, *Educational Trends, Grade Point Average, Longitudinal Studies, Senior High Schools, Sex Differences, State Programs, Testing Programs, *Test Results
Identifiers-*Test Score Decline, Washington, *Washington Precollege Testing Program

Test results (1968-1977) on the English and mathematics achievement subtests of the Washington Precollege Test (WPC), administered annually to the vast majority of college bound students in the state of Washington, were examined for evidence of test score decline. The following information from 300,000 students was analyzed by both sex and total group for each year of the ten-year period: the nine WPC English and mathematics subtests; high school grades, and high school credits earned. Early trends (1968-1972) paralleled national declines, since scores decreased on all but two of the mathematics subtests. Between 1973 and 1977, only the vocabulary and English usage subtests continued to decline, at an annual rate of two to three percent of a standard deviation. The applied mathematics subtest showed an increase, while the other English and mathematics subtests remained constant. Females scored higher than males on the English subtests, while males scored higher than females on the mathematics, spatial ability, and mechanical reasoning areas. Grades continually increased over the ten year period, as did the amount of credits taken. Largest increases were in the elective and miscellaneous courses; traditional academic areas showed slight increases. Overall grade point average was between a C plus and B in 1968, and over a B in 1977. (CP)

ED 173 398 TM 009 437

Bachrach, Kenneth M. Zautra, Alex

A Program Evaluation Using Client Records and Census Data.

Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Case Records, *Census Figures, Data Analysis, Demography, *Evaluation Methods, Mental Health Clinics, *Mental Health Programs, *Needs Assessment, *Program Evaluation, Research Methodology

Use of client records and census data as a research methodology can provide mental health planners with information on community needs as well as the adequacy of existing programs. Three ways of analyzing client records in conjunction with census data are: (1) tract by tract, comparing client geographic distribution with census characteristics; (2) client by tract, comparing demographic characteristics of clients with those of the general population in census tracts and the catchment area; and (3) client by client, comparing characteristics of client subpopulations. Examples based on three years of client records for a community mental health center demonstrated the uses of these analyses by showing that census areas characterized by high proportions of disenfranchised groups (e.g., divorced, low status, Spanish heritage) were high service utilizers; higher proportions of divorced, high school educated, and unemployed residents utilized services more than expected by population estimates; and dropouts from therapy could be indicated by demographic differences in marital status, income level, employment status, educational level, ethnicity, and previous mental health treatment. (Author/MH)

Olejnik, Stephen Porter, Andrew C.

A Longitudinal Solution to the Problem of Differential Linear Growth Patterns in Quasi-Experiments.

Pub Date- Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Compensatory Education Programs, *Control Groups, Educational Research, *Experimental Groups, Predictive Measurement, Research Design, *Research Methodology, *Scoring Formulas
Identifiers-*Quasi Experimental Design

Differential achievement growth patterns between comparison groups is a problem associated with data analysis in compensatory education programs. Children in greatest need of additional assistance, are usually assigned to the program rather than to an alternative treatment so that the comparison groups may vary in several ways, in addition to the effect of the treatment each group receives. A gain score procedure is recommended as a solution, using an approach that is based on the regression of achievement on time and requires the availability of pretreatment achievement data from two points in time prior to the beginning of the program. It is shown that the effect estimated is unbiased for any linear model of academic growth, including the fan spread hypothesis. Finally, the precision of the effect estimated compares favorably with competing analytic strategies. (Author/CP)

ED 173 400 TM 009 442

Reckase, Mark D.

Item Pool Construction for Use With Latent Trait Models.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, *Item Banks, *Mathematical Models, *Sampling, Senior High Schools, *Test Construction, Testing Problems

Identifiers-*Latent Trait Models, One Parameter Model, Sample Size, Test Length, *Test Linking, Three Parameter Model

Because latent trait models require that large numbers of items be calibrated or that testing of the same large group be repeated, item parameter estimates are often obtained by administering separate tests to different groups and ''linking'' the results to construct an adequate item pool. Four issues were studied, based upon the analysis of a realistic application of several linking procedures: (1) required sample size; (2) number of items overlapping between linked tests to allow accurate translation of scale; (3) effect of linking on quality of existing item parameter estimates; and (4) best linking procedure for the two latent trait models studied (one-parameter and three-parameter logistic models). The linking techniques used were the major axis method; least squares; least squares with outliers deleted; and maximum likelihood. Three different calibration programs were used. Data were achievement test scores for 4,000 high school students on the 357-item Iowa Tests of Educational Development (ITED). Results of the analyses indicated that no method was clearly superior. The more simple one-parameter logistic model was found to be more advantageous as far as required sample size. (GDC)

ED 173 401 TM 009 443

Bank, Adrianne And Others

Perspectives on Evaluation, Linkage and Program Improvement.

Pub Date-12 Apr 79
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Agents, *Educational Trends, Elementary Secondary Education, *Evaluators, *Federal Programs, *Information Dissemination, Information Utilization, Interprofessional Relationship, Needs Assessment, Program Development, Program Evaluation, Program Planning, Research and Development Centers, Research Utilization, *Role Perception, School Districts, Surveys
Identifiers-*Linking Agents

Actual and potential relationships between evaluators and linkers curriculum or management specialists who disseminate the products of evaluation to school districts were explored. Evaluation and linkage evolved as distinct educational occupations, stimulated by federal involvement in research, development, and school improvement since the early 1960's. Early evaluation models were dominated by mainstream causally-oriented approaches, and dissemination focused on marketing and installing replicable products. Current models extend evaluators' role to needs assessment, and assistance with program planning and implementation; the linkers' role extends to continuing assessment of program outcomes. Role perception surveys were conducted with 21 linkers from three federal programs (National Diffusion Network, Research and Development Utilization, and Capacity Building) and with 263 school district evaluation units. Linkers saw themselves as primarily involved with dissemination through needs assessment, program planning, and implementation; evaluators were primarily involved with program assessment, mainly testing. Both groups reported an uncertain relationship with school administrators, little feedback on the results of their work, and minimal contact with each other. Both may remain as strangers, or they may be occasional task-specific consultants for another; eventually, linkers could be taught evaluation skills. (CP)

ED 173 402 TM 009 445

Environmental Education: Grades 4-9.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-74
Note-148p.; For related document, see TM 009 454
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Affective Objectives, Behavioral Objectives, *Cognitive Objectives, Course Objectives, *Criterion Referenced Tests, *Ecology, *Elementary School Science, Elementary Secondary Education,

*Environmental Education, Humanization, *Item Banks, Middle Schools, *Secondary School Science

Objectives and sample test items to measure cognitive outcomes in environmental units of study in grades four through nine are presented. The objectives are subdivided into three main groups: (1) natural ecosystem; (2) human environment; and (3) environmental problems. Objectives and test items to measure affective outcomes are also listed. Recommendations have not been made on teaching methods nor on the particular subject in which these objectives can be applied. Suggested enrichment activities and a brief bibliography of instructional materials are appended. (MH)

General Metals: Grades 7-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date-70

Note-192p.

Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Behavioral Objectives, Course Objectives, *High School Curriculum, *Item Banks, *Metals, *Performance Tests, Secondary Education, *Shop Curriculum

Ninety objectives and related test items for use in grades 7 through 12 are presented. Each sample contains an objective, test items, and criteria for judging the adequacy of the response. Objectives are organized into the following categories: (1) property of metals; (2) operations and functions; (3) cutting and shearing; (4) filing; (5) cutting holes; (6) grinding; (7) forming; (8) bending; (9) spinning; (10) threaded fasteners; (11) soldering; (12) riveting; (13) sheet metal seams; (14) polishing and buffing; and (15) decorating. (MH)

ED 173 404 TM 009 447

Geometry: Grades 10-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-309p.; For related documents, see TM 009 449 and TM 009 458
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, Course Objectives, *Criterion Referenced Tests, *Geometric Concepts, *Geometry, *Item Banks, Mathematical Logic, Mathematical Vocabulary, *Secondary School Mathematics, Senior High Schools, Set Theory, Trigonometry

Behavioral objectives, each accompanied by six sample test items, for secondary school geometry are presented. Objectives were determined by surveying the most widely used secondary school geometry textbooks, and cover 14 major categories of geometry, with sections on set theory and introductory trigonometry. Answers are provided. Categories covered are: sets; points, lines and planes; angles, parallelism, and perpendicularity; triangles, congruences, and inequalities; polygons; circles, arcs, and angles; ratios and proportions; similarity; constructions and loci; coordinate geometry; trigonometry; logic and proof; solids; and areas and volumes. Sixty-one postulates and theorems, and a five-page glossary are appended. (MH)

ED 173 405 TM 009 448

Mechanical Drawing: Grades 7-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date-70

Note-97p.

Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Behavioral Objectives, Course Objectives, *Drafting, *Engineering Drawing, *High School Curriculum, *Item Banks, *Performance Tests, Secondary Education

Eighty-five behavioral objectives and related evaluation items for mechanical drawing in grades 7 through 12 are presented. Each sample contains the objective, test items, and means for judging the adequacy of the response. The following categories are included: (1) basic drafting skills; (2) beginning lettering; (3) drawing; (4) orthographic projections; (5) dimensioning; (6) scale drawing; (7) pictorial drawings; (8) section drawing; (9) auxiliary views; (10) production notations; (11) thread conventions and symbols; (12) assembly and detail drawings; and (13) reference symbols. (MH)

ED 173 406 TM 009 449

Algebra: Grades 8-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-73
Note-194p.; For related documents, see TM 009 447 and TM 009 458
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Achievement Tests, *Algebra, *Behavioral Objectives, Course Objectives, *Criterion Referenced Tests, *Item Banks, Mathematical Vocabulary, *Number Concepts, Secondary Education, *Secondary School Mathematics

A complete set of behavioral objectives for first-year algebra taught in any of grades 8 through 12 is presented. Three to six sample test items and answers are provided for each objective. Objectives were determined by surveying the most used secondary school algebra textbooks. Fourteen major categories are included: (1) whole numbers operations and properties; (2) sets; (3) integers and their properties; (4) rational numbers; (5) solving equations and inequalities; (6) word problems; (7) graphs of linear equations and inequalities; (8) systems of linear equations and inequalities; (9) polynomials products and factors; (10) rational phrases; (11) real numbers and radical phrases; (12) quadratic relations; (13) indirect measurement; and (14) probability. A five-page glossary is appended. (MH)

ED 173 407 TM 009 450

U.S. History: Grades 7-9. Revised Edition.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-75
Note-99p.; For related documents, see TM 009 451 and TM 009 456
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, Cognitive Objectives, Course Objectives, Evaluative Thinking, *High School Curriculum, *Item Banks, *Junior High Schools, *Objective Tests, *United States History

Sixty-three behavioral objectives and related test items for United States history in grades seven through nine are presented. Each sample contains the objective, sample test items and directions, and criteria for judging the adequacy of student responses. Fourteen of the 15 categories are content oriented and presented chronologically: (1) discovery and exploration; (2) colonial America; (3) founding the nation; (4) early years of nationhood; (5) growth of the nation; (6) the nation divided; (7) the nation reunited; (8) postwar economic change; (9) postwar social change; (10) era of reform; (11) becoming a world power; (12) prosperity and recession; (13) assuming world leadership; and (14) reviving the spirit of reform. The fifteenth category applying the lessons of history is skill-oriented and involves the analysis and evaluation of historical processes. (MH)

ED 173 408 TM 009 451

U.S. History: Grades 10-12. Revised Edition.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-78p.; For related documents, see TM 009 450 and TM 009 456
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, Course Objectives, *High School Curriculum, Historiography, *Item Banks, *Objective Tests, Research Methodology, Senior High Schools, *United States History

Seventy-seven behavioral objectives and related test items for United States history in grades 10 through 12 are presented. Each sample contains the objective, sample test items, and criteria for judging the adequacy of student responses. Fourteen of the 15 categories are content-oriented, and presented in chronological groups: (1) discovery of the New World; (2) colonial America; (3) American Revolution; (4) forming a new nation; (5) sectional diversity and discord; (6) the Civil War and Reconstruction; (7) key socioeconomic changes; (8) the reform era; (9) expanding interests beyond the nation; (10) prosperity, then depression; (11) emergence of a world power; (12) the Cold War; (13) the Vietnam War; and (14) contemporary reform movements. The last category, historical methods, is concerned with historical analysis in a theoretical framework. (MH)

ED 173 409 TM 009 452

Judgment: Analyzing Fallacies and Weaknesses in Arguments: Grades 7-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-74
Note-111p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, *Cognitive Objectives, *Cognitive Tests, *Critical Thinking, Educational Objectives, *High School Curriculum, *Item Banks, *Logic, *Logical Thinking, Secondary Education
Identifiers-*Judgment

Objectives, with sample test items and explanations of answers are presented for instruction in judgment and logic in analyzing fallacies and weaknesses in arguments. This type of material is not usually taught in pre-college curricula, but has been geared for the secondary grades. Each fallacy is explained after the stated objective, and answers are followed by comments. Categories of logical thinking are: (1) fallacies of relevance; (2) fallacies of insufficient evidence; (3) fallacies of ambiguity; (4) context mixing, metaphors, and analogies; and (5) valid and sound arguments. Test items covering each category, examples of pretests, posttests, and a comprehensive test are given, along with correct answers. (MH)

ED 173 410 TM 009 453

Art: 4-6.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-74
Note-65p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Art, *Art Activities, *Behavioral Objectives, *Childrens Art, Course Objectives, *Elementary School Curriculum, Intermediate Grades, *Item Banks, Perceptual Motor Learning, *Performance Tests, Visual Arts

Fifty-six objectives, generally with one sample item each, for art in grades four through six are presented. Sample items are usually art projects. Objectives are arranged in categories: (1) elements of art; (2) using the elements; (3) principles of art; (4) perceptual skills; (5) art history; and (6) techniques. Sample items are drawn from painting, sculpture, print making, drawings, and constructing. Sections giving specific details on the projects involving evaluation criteria and necessary materials are provided for teachers. (MH)

ED 173 411 TM 009 454

Cardamone, Peter And Others
Life Sciences: Grades K-6.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-122p.; For related document, see TM 009 445
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Biological Sciences, Biology, Course Objectives, *Criterion Referenced Tests, Ecology, Elementary Education, *Elementary School Science, *Environmental Education, *Item Banks, Population Education, Science Tests, *Visual Measures

Over 100 objectives, each accompanied by a related evaluation item, dealing with elementary school life sciences, are presented. The objectives are organized into the following categories: individual organism; population; environment; community; and ecosystem. Objectives are based on an examination of leading curriculum materials in the life sciences. Objectives covering the scientific method, such as data collection, measurement, hypothesis formation, and inference making, are not included. Each sample includes statement of the objective, one or more test items, and answers or criteria for judging the adequacy of student responses. Most of the items are presented in pictorial format. (MH)

ED 173 412 TM 009 455

Woodworking: Grades 7-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date- 68
Note-152p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, Course Objectives, *High School Curriculum, *Item Banks, Performance Tests, Secondary Education, *Woodworking, *Work Sample Tests

The woodworking collection is composed of 55 objectives and related evaluation items for use in grades 7 through 12. Each sample contains the objective, test items, and criteria for judging the adequacy of the response. Woodworking categories being measured include sharpening, adjusting, using and caring for tools; reading a working drawing; stock billing; laying off distances and lines; clamping stock; crosscutting and ripping stock; getting out rough stock; removing warp and wind and smoothing irregular surfaces; planing stock; chamfering; laying out patterns; boring holes; sawing curves; making joints; fastening joints; sanding; bleaching; finishing; hanging doors; mounting locks; correcting defects; gluing up stock; and removing finished. (MH)

ED 173 413 TM 009 456

American Government: Grades 10-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-118p.; For related documents see TM 009 450-451
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*American Government (Course), *Cognitive Objectives, Course Objectives, *Criterion Referenced Tests, *High School Curriculum, *Item Banks, Objective Tests, *Political Science, Senior High Schools

The American Government Collection is comprised of 38 course objectives and related evaluation items. Each sample contains an objective, sample test items, and criteria for judging the adequacy of student responses. The objectives are divided into nine categories: (1) introduction to government; (2) our colonial heritage; (3) the American constitution; (4) government and the citizen; (5) American politics; (6) the congress; (7) the presidency and the executive; (8) the federal judiciary; and (9) state and local government. Interpretation and analysis of data, rather than recognition of facts, are emphasized. A four-page glossary is appended. (MH)

Physics: Grades 10-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-175p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, *Cognitive Objectives, Course Objectives, *Item Banks, *Physics, *Physics Curriculum, *Science Tests, *Secondary School Science, Senior High Schools

The physics objectives are geared to use in college preparatory, high school physics courses and are based on the three most common physics curricula: (1) Physical Science Study Committee (PSSC); (2) The Project Physics Course; and (3) Modern Physics by Dull, Metcalf, and Williams. Since many of the sample items can be answered in various ways, criteria for judging the adequacy of student responses are provided. The major categories covered are: kinematics and dynamics; momentum and energy; heat and thermodynamics; waves and light; electricity and magnetism; and atomic physics. (MH)

ED 173 415 TM 009 458

Metric Measurement: Grades K-8.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-77
Note-65p.; For related documents, see TM 009 447 and TM 009 449
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Criterion Referenced Tests, Educational Objectives, Elementary Education, *Elementary School Mathematics, Geometry, *Item Banks, Junior High Schools, Measurement Instruments, *Metric System

This collection is comprised of 63 objectives and corresponding sample test items for evaluation of students in grades K-8. Correct answers or criteria for judging the adequacy of student responses are provided. Major categories in the collection are: (1) preparing to use the metric system decimal and fractional notation; (2) measurement length, capacity, weight, and temperature; (3) geometry perimeter, area, and volume; and (4) using the metric system computations and word problems. (MH)

Ogden, Jane
High School Competency Graduation Requirements: Do They Result in Better Graduates? Publication Number 78.76.
Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Educational Trends, *Graduation Requirements, High School Students, Low Achievement Factors, *Minimum Competency Testing, *Program Effectiveness, Reading Achievement, Remedial Mathematics, *Remedial Programs, Remedial Reading, Secondary School Mathematics, *Senior High Schools, Testing Programs
Identifiers-*Austin Independent School District TX, Test Score Decline, Texas (Austin)

Mathematics achievement test scores of high school students in the Austin Independent School District who graduated before implementation of minimum competency testing were compared to the scores of students who were more recently enrolled in mathematics tutorial classes in order to meet minimum competency requirements. The percentages of graduating seniors who met minimum competency standards in reading was greater when there were high school graduation requirements. It was tentatively concluded that implementation of minimum competency standards and establishment of remedial courses are likely to raise the scores of low achievers on district-wide achievement test results. (MH)

ED 173 417 TM 009 461

Demaline, Randy E. Quinn, D. William

Hints for Planning and Conducting a Survey and a Bibliography of Survey Methods. Aid Western Michigan Univ., Kalamazoo. School of Education.

Pub Date-Apr 79

Note-107p.

Available from-The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($3.00)

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Tests, *Data Analysis, Ethics, *Public Opinion, *Questionnaires, *Research Design, Research Methodology, Social Science Research, *Surveys, Test Construction

Identifiers-*Mail Surveys

Methods of planning and administering mail surveys, developing questionnaires, and analyzing data are reviewed. Each review section is followed by an annotated list of selected readings. Topics discussed in planning a survey include decision making; survey designs; sampling plans; and ethical considerations. Developments of instruments and tupes of attitude measures are discussed in the section on survey instruments. Survey management is concerned with the mechanics of distributing and collecting the questionnaires, coding, and checking for errors. Data analysis focuses on nonresponse analysis, computer usage, and the choice of statistical methods. A 365-item bibliography and a subject index geared to the bibliography are appended. (MH)

ED 173 418 TM 009 466

Dillon, Ronna F.

The Relationship of Cognitive Style Variables to Optimal Test Performance in Hearing-Impaired Children.

Pub Date- Apr 79

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, *Cognitive Measurement, *Cognitive Style, Conceptual Tempo, Elementary Education, Feedback, Locus of Control, *Performance Factors, Response Style (Tests), Standardized Tests, *Testing, Test Validity

Identifiers-Matching Familiar Figures Test (Kagan), Nowicki Strickland Locus of Control Scale, Piagetian Tests, Raven Progressive Matrices

The relationship of cognitive style variables and conditions of test administration was investigated in cognitive assessments of hearing-impaired children, aged six through eleven. One hundred-twenty children were given the Raven Coloured Progressive Matrices (CPM) and a Piagetian battery under one of six conditions of testing: (1) standard; (2) simple feedback; (3) verbalization after problem solution; (4) verbalization during and after solution; (5) differential feedback; and (6) conditions 4 and 5 combined. Kagan's Matching Familiar Figures Test (MFFT) and the Nowicki-Strickland Locus of Control Scale were also administered. Performance under conditions 5 and 6 was greater than performance under conditions 3 and 4, which in turn exceeded performance under conditions 1 or 2. Criterion-related validity was significantly enhanced under all - elaborative conditions. MFFT latency, MFFT errors, and locus of control scores were differentially related to performance in the different testing conditions. The overall prediction equation explained CPM and Piagetian test performance under conditions 2, 4, and 5. All analyses indicated consistency of findings across both dependent measures. (Author/MH)

ED 173 419 TM 009 467

Huntley, Renee M. And Others

The Assessment of Rhetorical Proficiency: The Role of Objective Tests and Writing Samples.

Pub Date- Apr 79

Note-19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, Composition Skills (Literary), Expository Writing, Higher Education, *Language Proficiency, *Objective Tests, *Performance Tests, Predictive Ability (Testing), Scores, *Test Validity, *Writing Skills

Identifiers-*American College Test English Usage Test, Scholastic Aptitude Test, Test of Standard Written English

An investigation of: (1) the relationship between the American College Test (ACT) English Usage Test scores and demonstrated writing proficiency, and (2) the relationships between and among other objective tests and writing proficiency was undertaken, using three samples of college freshmen. Although results indicated a moderately high relationship between objective measures and writing samples, the skills measured by the two types of instruments were somewhat different. Collectively, results suggested that some writing skills, particularly those represented by the holistic, language, and organization writing scores, appeared to have a moderately high relationship to the objective assessments. The audience writing score exhibited a much lower correlation to the objective assessments and a lower interrater reliability than other writing scores. It was suggested that further research be directed toward studying the influence of scribal errors on raters of writing assessment and the selection of specific writing strategies, processes, and features for objective assessment. (MH)

Kelley, H. Paul
Relation of Scores on the CLEP Subject Examination in Analysis and Interpretation of Literature to Performance in English 314K: Introduction to Literature I. Research Bulletin 73-11.
Texas Univ., Austin. Measurement and Evaluation Center.
Pub Date-Jul 73
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Credits, College Placement, Cutting Scores, *English Literature, *Equivalency Tests, Grades (Scholastic), Higher Education, *Literary Analysis, Scores, *Test Validity
Identifiers-*College Level Examination Program

The Subject Examination in Analysis and Interpretation of Literature from the College Level Examination Program (CLEP), was administered to 188 English literature students, to determine the appropriate score range for granting credit for their course. Scores ranged from 32 to 75 out of a possible range of 20 to 80, the average score was 51.52. The correlation coefficient of .47 between scores and preliminary course grades was judged adequate, considering the small number of A, D, and F grades reported. Cutting scores were computed at three intervals to illustrate the relationship between the frequencies of correct vs. high or low placement. Scores of credit-by-examination candidates averaged several points higher than did those who were actually taking the course. This is not surprising, because most candidates were above average in English skills, and all were required to complete an English composition course. The minimum CLEP scores recommended for awarding credit with grades of A and B were respectively: 59/60 and 51; no credit would be awarded for a score below 51. (CP)

ED 173 421 TM 009 489

Wisconsin Mathematics Test Grades 1-6.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Wisconsin Univ., Madison. Laboratory Schools.
Report No.-WSDPI-Bull-1626
Note-164p.; For related document, see ED 051 185 ; Not available in paper copy due to marginal legibility of original document
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, *Criterion Referenced Tests, Diagnostic Tests, *Educational Assessment, Elementary Education, *Elementary School Mathematics, Norms, Student Testing, Test Reliability, Test Validity
Identifiers-*Wisconsin Mathematics Test

Cross-referenced to instructional objectives defined in a previous publication, (Guidelines to Mathematics, K-6), the Wisconsin Mathematics Test can be used to measure achievement gains over a given year, or to detect student strengths and weaknesses, by correlating missed items with the objectives. It is also possible to compare results on a given objective within a district, school, or class, with those of a selected stratified sample of 1,000 Wisconsin students. For each grade level, mean discrimination indexes range between .34 and .46; reliability ranges between .79 and .94. A mathematics educator survey and independent studies have supported context validity. (The bulk of this document contains test booklets for each grade, answer keys, and directions for administration). (CP)

ED 173 422 TM 009 490

Harmatuck, L.

Report: Spring 1977 Wisconsin Pupil Assessment Program.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-9298
Pub Date-77
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Basic Skills, *Educational Assessment, Educational Trends, Elementary Secondary Education, Grade 4, Grade 8, Grade 12, Language Proficiency, National Norms, Practical Mathematics, Reading Achievement, Sex Differences, State Programs, *State Surveys, Testing Programs, *Test Results
Identifiers-Comprehensive Tests of Basic Skills, Wisconsin, *Wisconsin Pupil Assessment Program

Nearly 15,000 Wisconsin public school students in grades 4, 8, and 12 were tested in Spring, 1977, as part of the Wisconsin Pupil Assessment Program. Objectives were: (1) to measure student progress in attaining specific mathematics objectives; (2) to determine how students compared nationally in reading, language, and mathematics; and (3) to determine changes in performance compared to 1976 test results. Both criterion referenced tests and national , standardized, norm referenced test were administered. An overview of the findings indicated students performed better in computation problems than in story problems; students scored above the national average in reading, language, and mathematics; twelfth graders performed better than eighth graders in the mathematics tests; the 1977 performance showed improvement when compared to the 1976 test results; females scored better than males in reading and language arts; and male and female test scores in mathematics were nearly the same. (The report is divided as follows: results of criterion referenced tests; results of the Comprehensive Tests of Basic Skills; comparison of eighth and twelfth graders on the mathematics criterion referenced test; comparison of 1976 and 1977 results; and comparison of male and female test results). (MH)

ED 173 423 TM 009 491

Kantor, Jeffrey E. And Others

Development and Validation of the Air Force Technical Training Student Survey: Attitudinal Correlates of Course Attrition Level and Student Gender. Final Report for Period March 1973 December 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-77-27 (II)
Pub Date-Apr 79
Note-31p.
Available from-National Technical Information Service, Springfield, Virginia 22161
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dropout Attitudes, *Dropout Characteristics, Enlisted Personnel, Graduation, *Military Training, *Persistence, Postsecondary Education, Predictor Variables, *Program Attitudes, *Sex Differences, *Student Attitudes, Student Motivation, Technical Education, Test Construction
Identifiers-*Air Force, Technical Training Student Survey

As part of a multiphase study on male and female student attitudes towards Air Force technical training and the relationship between those attitudes and student performance, the 121-item Technical Training Student Survey (TTSS) was administered to 12,666 technical training students. The attitudes of students from high attrition courses were compared to the attitudes of students from low attrition courses to identify those attitudes related to course attrition rate and to compare attitudes related to student performance at different levels of student attrition. Many similarities were found, but differences suggested the importance of motivational factors. Male and female attitudes towards the training experience were found to differ in several areas. While some differences referred to specific aspects of training, most appeared to be reflecting the differences in attitudes between a group with experience in a particular environment (men) versus those of a group entering a relatively new experience (women). The attitudes related to performance for men and women were found to be very similar with some indications that women were having greater difficulty with some aspects of the academic work. These findings and the application of this methodology to other subsets of the existing data base are discussed. The TTSS is appended. (Author/MH)

ED 173 424 TM 009 492

Anderson, Lorin W.
Handbook for the Release of Test Data. The Office of Research Report Series.
South Carolina State Dept. of Education, Columbia. Office of Research.
Pub Date-Apr 79
Note-48p.; Best copy available
Available from-Educational Products Center, 1206 Rutledge Building, Columbia, South Carolina 29201 (free while supply lasts)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Information Dissemination, *News Media, Norm Referenced Tests, *Parents, Parent School Relationship, *Publicize, School Community Relationship, Scores, Statistical Data, Teacher Administrator Relationship, Technical Reports, *Testing Programs, Test Interpretation, *Test Results
Identifiers-Comprehensive Tests of Basic Skills

Several questions are frequently asked by parents and news media regarding the purpose, content, and interpretation of the Comprehensive Tests of Basic Skills (CTBS) the achievement battery currently used in South Carolina assessment programs. Proper interpretation of the CTBS, or any school district testing program, requires a sound understanding of its validity and reliability, and of the composition of the national sample relative to the students tested. It is easier to interpret test results by displaying percentile ranks, standard error of measurement, and frequency distributions in graphic form. As for releasing test data to parents and the news media, a formal report should be released at the district level, after first informing school district staff. The report should relate the purpose and results of the tests to school/district objectives, describe the students tested relative to the national sample, and compare results by year and by school. At the beginning of the school year, parents should be informed of the testing program, and results should be explained to individual parents in a parent-teacher conference. Followup meetings and press conferences are recommended for discussing programs to improve achievement. (CP)

ED 173 425 TM 009 513

Owston, Ronald D.

A Monte Carlo Comparison of Learning Hierarchy Validation Techniques.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associative Learning, Complexity Level, Mathematical Models, Organization, Probability, Research Methodology, Simulation, *Skill Development, Task Analysis, Taxonomy, *Transfer of Training, *Validity
Identifiers-*Learning Hierarchies, Maximum Likelihood Estimation, *Monte Carlo Methods

The development of a probabilistic model for validating Gange's learning hierarchies is described. Learning hierarchies are defined as paired networks of intellectual tasks arranged so that a substantial amount of positive transfer occurs from tasks in a lower position to connected ones in a higher position. This probabilistic validation technique is compared to two other selected validation techniques on 32 experimental populations representing valid and invalid hierarchies, various probabilities of measurement error, and several levels of skill difficulty. From each of the populations described, 1,000 random samples of four different sizes were generated by computer to obtain estimates of the probability of making an incorrect decision about the validity of the hierarchy for each technique. Results support the hypothesis that the developed technique is more accurate than the comparison techniques over all population-sample size combinations studied. (Author/CP)

ED 173 426 TM 009 516

Johnson, Craig W.

Effects of Imagery, Mnemonics and Level of Processing in Learning Definitions Upon Concept Comprehension.

Pub Date- Apr 79
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Complexity Level, *Comprehension, *Definitions, Higher Education, Learning Activities, Mediation Theory, *Mnemonics, *Retention, Verbal Learning, Visualization, *Vocabulary Development

Undergraduate students using an imagery mnemonic mediating technique involving "keywords" to learn definitions of thirty unfamiliar words performed better on a 1-week delayed comprehension test, on at least half of the definitions, than those who read and copied definitions. Mnemonic mediating strategies worked better than nonmediating strategies on both immediate and delayed occasions. The superiority of the mediating strategies was greater on the concrete than the abstract definitions. There were moderately large positive correlations between the degree to which participants in the mediating groups used the prescribed processing methods and comprehension test scores. (Author/GDC)

ED 173 427 TM 009 541

Tollefson, Nona Tracy, D. B.

Response Length and Quality in the Grading of Essay Tests.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Essays, *Essay Tests, *Evaluation Criteria, *Response Style (Tests), *Scoring, Secondary School Teachers, Senior High Schools, Social Studies, Student Teachers, *Test Reliability, Test Results, Test Validity
Identifiers-*Test Length

The validity and reliability of essay scores were examined by comparing the mean scores assigned to good and poor quality essay responses of different lengths written by high school sophomores. In-service and pre-service social studies teachers graded essay responses to a test question requiring knowledge of the Constitutional provisions for police power and the relationship of police power to the 14th Amendment. A scoring key was used. Mean scores were analyzed using t-tests. Comparisons between responses of different qualities and different lengths indicated that the long response had a significantly higher mean score than short or moderate length responses; that good quality papers were graded significantly higher than poor quality responses; and that the mean for the poor quality long response was not significantly different from the mean responses for good quality short and moderate length responses. Results indicated that the length of the response rather than knowledge of the subject influenced scores, and that a scoring key alone was not sufficient to insure that quality of response was the main determinant of the grade assigned. (Author/MH)

ED 173 428 TM 009 549

Williams, Richard C.

School District Characteristics and Their Impact on Evaluation Offices.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Decision Making, Diffusion, Elementary Secondary Education, *Evaluation Needs, Formative Evaluation, Information Dissemination, *Information Utilization, *Program Evaluation, Research Utilization, *School Districts, School Organization

Evaluations by school district research and evaluation units have minimal impact, because they do not meet the realities of school district decision making. School districts are loosely coupled systems that do not respond to centralized planning or evaluations, particularly if findings are unfavorable. To maximize utilization of their findings, district evaluation units should put less emphasis on producing reports for district-wide consumption. Instead they should stress working with small units school buildings, teachers, and project directors to design, implement, and report evaluations, following Patton's active-reactive-adoptive model. Other ways to improve the use of evaluation reports include: (1) arranging a conference for evaluators, clients, and external funders; (2) conducting independent evaluations of each report in order to eliminate those which serve no useful purpose; and (3) routing funds from external projects directly to local managers, rather than to the district unit. In conclusion, district units, external funding agencies, school administrators, and those who train evaluators all share the responsibility for non-utilization. (CP)

Prentice, Barbara S.
Questionnaires for Public School Decision-Makers.
Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Tests, Elementary Secondary Education, Information Dissemination, *Information Services, *Institutional Research, *Questionnaires, *School Attitudes, *School Districts, Test Construction
Identifiers-Arizona (Tucson), *Tucson Unified School District AZ

The Research and Evaluation Department of the Tucson, Arizona Unified School District offers an array of customized services using machine-readable questionnaires, from instrument design to data tabulation. The bulk of this document contains examples of questionnaires for parents, students and staff. The examples measure attitudes toward: bilingual programs, parent involvement, high school in general, counseling services, sports programs, and quarter credit systems. Fifty surveys and questionnaires available from the Department are listed. The author suggests that by collecting and interpreting information for decision-makers, research and evaluation departments can expand their visibility. (CP)

Cromack, Theodore R.

Characteristics of a Locally Developed Licensure Examination.

State Univ. of New York, Albany. Educational Research and Service Center.
Pub Date-11 Apr 79
Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Certification, Differences, *Equivalency Tests, Item Analysis, Job Analysis, Occupational Tests, Real Estate, *Real Estate Occupations, Regional Characteristics, Sales Workers, Sex Differences, Standard Error of Measurement, *State Programs, Test Construction, Testing Programs, Test Items, Test Reliability, *Test Validity
Identifiers-Maine, *Maine Real Estate Licensure Examination

The validity, reliability, and item characteristics of the Maine Real Estate Licensure Examination were investigated. Its validity was based on its construction; a task analysis was performed on real estate broker and salesperson jobs, items were written by trained personnel; and the test was reviewed by a panel of experts. Differences in scores were noted for respondents from different regions of the state, but no sex differences were noted. (Data on the standard error of measurement, item difficulty, and item discrimination are presented). (MH)

ED 173 431 TM 009 566

Finkler, Diana And Others

The Student Learning Scales, A Progress Report.

Pub Date- 79

Note-78p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, College Majors, Course Evaluation, Effective Teaching, *Factor Structure, Higher Education, *Rating Scales, *Self Evaluation, Student Evaluation, *Student Evaluation of Teacher Performance, Student Role, *Test Construction, Test Validity

Identifiers-*Student Learning Scales

The Student Learning Scales (SLS) were intended to supplement or replace existing college instructor performance scales, by focusing on the actions of learners and by providing students with an instrument for assessing their own learning reactions in a variety of instructional contexts. Factor analyses and validity studies were conducted to develop and refine the SLS. The factors indicated by the factor analytic studies appropriate teaching method, liberal learning, social learning, analytical thinking and problem solving, motivation and relevancy, and writing were examined in relation to students' majors: humanities, social science, natural science, business, and learning analysis. (Results are included, as well as various forms of the 94-item rating scale). (Author/GDC)

ED 173 432 TM 009 569

Proceedings of the Invitational Conference on Testing Problems (New York, New York, November 3, 1951).

Educational Testing Service, Princeton, N.J.
Pub Date-3 Nov 51
Note-115p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, *Cognitive Ability, Educational Testing, General Education, Higher Education, *Human Resources, Individual Characteristics, Military Personnel, Occupational Tests, *Personality Tests, *Personnel Selection, Psychological Testing, *Talent Identification, Test Construction, *Testing Problems

Three topics were discussed at this conference: (1) the supply and identification of high level talent; (2) problems of evaluation in general education; and (3) the development of tests for the measurement of non-intellectural functions. Tony Oxtoby and John T. Dailey discussed military and civilian personnel research on talent identification and talent supply. Robert J. Havighurst discussed psychological and sociological factors affecting the supply of talent, and Robert L. Thorndike spoke of future trends. Paul L. Dressel addressed evaluation problems related to general education, including the testing of critical thinking. Major General Lewis B. Hershey, Director of the Selective Service presented the luncheon address. Testing of non-intellectual functions was described by Donald W. MacKinnon who discussed the measurement of personal effectivness and Raymond B. Cattell who discussed the structure and assessment of personality. John Dollard and Silvan S. Tomkins offered further commentaries. (GDC)

ED 173 433 TM 009 570

Proceedings of the Invitational Conference on Testing Problems (16th, New York, New York, November 1, 1952)

Educational Testing Service, Princeton, N.J.

Pub Date-1 Nov 52

Note-135p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Culture Free Tests, Elections, *Intelligence Tests, *Motivation, *Norm Referenced Tests, Prediction, Public Opinion, Student Testing, *Surveys, *Test Bias, Test Construction, *Testing Problems, Test Interpretation

Identifiers-Semantic Test of Intelligence

Four topics were emphasized during this conference on testing problems: (1) the selection of appropriate score scales for tests; (2) the experimental approach to the measurement of human motivation; (3) trends in public opinion polling since 1948 and their probable effects on predictions of the 1952 election; and (4) techniques for developing unbiased intelligence tests. Eric F. Gardner and Ledyard R. Ticker both discussed the importance of reference groups in scaling procedure; discussions by John C. Flanagan and E. F. Lindquist followed. David C. McClelland presented the address on the measurement of human motivation; a panel discussion followed. The luncheon symposium focused on the trends in public opinion polling since 1948, and the prediction of the 1952 elections. Sampling, interviewing, and data analysis were discussed by Frederick F. Stephan, Herbert Human, and Samuel Stouffer, respectively. The session on unbiased intelligence tests included papers by Irving Lorge, Phillip J. Rulon, and Ernest A. Haggard; Quinn McNemar and Ernest A. Haggard commented on the papers. (An example of Phillip Rulon's Semantic Test of Intelligence STI is included.) (GDC)

ED 173 434 TM 009 571

Proceedings of the Invitational Conference on Testing Problems (New York, New York, October 31, 1953).

Educational Testing Service, Princeton, N.J.
Pub Date-31 Oct 53
Note-188p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Course Content, *Decision Making, Educational Benefits, Educational Improvement, *Educational Testing, Elementary Secondary Education, Higher Education, Interviews, Measurement, Officer Personnel, Personality Assessment, *Profile Evaluation, Student Testing, *Testing Problems, *Test Results, *Test Scoring Machines

Seven major topics were included in the conference proceedings: (1) Improving Evaluation of Educational Outcomes at the College Level; (2) Individual versus Group Decision Making; (3) Problems and Procedures in Profile Analysis; (4) Making Test Results Meaningful; (5) The Teaching of Educational Measurement; (6) The Interview as an Evaluation Technique; and (7) Impact of Machines and Devices on Developments in Testing and Related Fields. Most sessions concluded with a summary of the discussion. The first topic emphasized the benefits of testing. Topic three dealt with Rorschach data on Marine Corps officer candidates and a geometric model for profile problems. Topic four was concerned with testing programs in local schools, locally produced tests, and the usefulness of the test manual. Topic five dealt with introducing measurement courses; extension courses for inservice training; and psychological research training. Section six included papers on evaluation of interviews for selection purposes; interpersonal aspects; and personality appraisal. Section seven was concerned with topics such as the IBM scoring machines, electronic computers, and new developments in test scoring machines. (MH)

ED 173 435 TM 009 572

Proceedings of the Invitational Conference on Testing Problems (10th, New York, New York, October 30, 1954).

Educational Testing Service, Princeton, N.J.
Pub Date-30 Oct 54
Note-130p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academically Gifted, *Accelerated Programs, Advanced Placement Programs, Analysis of Variance, Decision Making, Educational Testing, Elementary Secondary Education, Factor Analysis, Group Dynamics, *Group Relations, Higher Education, Individual Differences, *Information Theory, Job Placement, Manpower Utilization, Predictor Variables, Psychological Testing, *Psychometrics, Social Relations, *Testing Problems

Identifiers-Latent Structure Analysis, Russell Sage Social Relations Test

Four major topics were discussed at the conference: application of information theory to testing; recent advances in psychometric methods; evaluating group interaction; and new developments in the education of abler students. Papers delivered were: Multiple Assignment of Persons to Jobs, by Paul S. Dwyer; New Light on Test Strategy from Decision Theory, by Lee J. Cronbach; The Relation Between Uncertainty and Variance, by William J. McGill; Some Recent Results in Latent Structure Analysis, by T. W. Anderson; The Moderator Variable'' as a Useful Tool in Prediction, by David R. Saunders; A Method of Factoring Without Communalities, by L. L. Thurstone; A New Technique for Measuring Individual Differences in Conformity to Group Judgment, by Richard S. Crutchfield; The Russell Sage Social Relations Test: A Measure of Group Problem-Solving Skills in Elementary School Children, by Dora E. Damrin; Description of Group Characteristics, by John K. Hemphill; Acceleration: Basic Principles and Recent Research, by Sidney L. Pressey; College Admission with Advanced Standing, by William H. Cornog; and Special Treatment for Abler Students and Its Relation to National Manpower, by Dael L. Wolfle. (MH)

ED 173 436 TM 009 575

Proceedings of the Invitational Conference on Testing Problems (New York, New York, November 2, 1957).

Educational Testing Service, Princeton, N.J.
Pub Date-2 Nov 57
Note-124p.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Tests, Cognitive Tests, Educational Testing, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Needs, Higher Education, Humanities, Interest Tests, Natural Sciences, Personality Assessment, *Psychological Testing, School Personnel, Social Sciences, Student Testing, Talented Students, *Test Construction, *Testing Problems, Test Items, Test Results

This conference focused on the broad theme, improving the quality and scope of measurement. The first session centered on improving criteria for educational and psychological measurement, with papers on Criteria for Complex Mental Processes by Robert C. Wilson and on Criteria of Nonintellectual Aspects of Personality by Morris I. Stein. The second session considered the improvement of measurement through letter exercise writing, with papers on exercise writing in the field of the humanities (by Paul B. Diederich), in the natural sciences (by Leo Nedelsky), and in the social sciences (by Max D. Engelhart). The luncheon address on Prediction of Educational and Vocational Success Through Interest Measurement was given by Edward K. Strong, Jr. The final session concerned the application of test users' problems as guides to better measurement. Discussions included The School Administrator's Problems for Testers, by Paul T. Rankin; Discussion of the School Administrator's Problems, by Roger T. Lennon; The Guidance Director's Problems Suggestions for the Test Specialist, by Edward Landy; and The Consumer and the Producer, by Donald E. Super. (BH)

Proceedings of the Invitational Conference on Testing Problems (New York, New York, November 3, 1962).

Pub Date-3 Nov 62
Note-129p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cognitive Measurement, *College Entrance Examinations, Computer Oriented Programs, Computer Science, Creativity, *Creativity Tests, Educational Testing, *Equated Scores, Higher Education, Information Systems, Personality Assessment, *Psychological Testing, Tables (Data), *Testing Problems, Thought Processes

The first topic of the conference was creativity. Papers delivered were Knowledge and Creativity by Theodore C. Denise and Hobert W. Burns; Potentiality for Creativity and Its Measurement, by J. P. Guilford; and Some Methodological Issues in the Study of Creativity by Robert L. Thorndike. In the second session, a paper on comparability of scores was entitled: Can Useful General-Purpose Equivalency Tables be Prepared for Different College Admissions Tests? by William H. Angoff. The third session dealt with processing educational data and consisted of two papers: Information Systems in the Educational Environment, by Charles R. De Carlo; and The Role of Machines in Education Decision Making, by Ralph W. Tyler. The luncheon address, entitled Approaches to the Measurement of Intellectual Disposition, was delivered by T. R. McConnell. (MH)

ED 173 438 TM 009 577

Proceedings of the Invitational Conference on Testing Problems (24th, New York, New York, November 2, 1963).

Educational Testing Service, Princeton, N.J.

Pub Date-2 Nov 63

Note-161p.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Achievement, *Cognitive Ability, College Students, *Educational Testing, Equated Scores, Higher Education, Medical Education, Norm Referenced Tests, *Norms, Personality Assessment, *Predictive Measurement, Social Responsibility, Student Testing, Success Factors, *Testing Problems, *Test Reliability, Test Validity

Conference speakers reviewed and analyzed the current thinking underlying the basic concepts of test norms, reliability, and validity. Roger T. Lennon's paper called for more attention to the development of norming theory and summarized current norming practices and the establishment of a system which would permit comparable norms for tests which were standardized on different samples. Robert L. Thorndike commented on proposals, practices, and procedures for estimating reliability. Anne Anastasi reviewed recent approaches to the study of validity. During the session devoted to test use in medicine, John P. Hubbard described a method used to test the diagnostic competence of interns. E. Lowell Kelly reported on an extensive investigation of predictor and criterion variables of concern to medical schools. Jerome S. Bruner presented the luncheon address on human development. Warren G. Findley discussed current theory and applications in the appraisal of cognitive ability. Non-cognitive aspects of student performance were treated by Samuel Messick, who considered the portential contribution of personality assessment techniques to the prediction of college success. The final speaker was Robert L. Ebel, who spoke on the social consequences of educational testing. (BK)

ED 173 439 TM 009 578

Proceedings of the Invitational Conference on Testing Problems (25th, New York, New York, October 31, 1964).
Educational Testing Service, Princeton, N.J.
Pub Date-31 Oct 64
Note-147p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Asian History, *Culture Free Tests, *Factor Analysis, Foreign Countries, Intelligence Factors, *Intelligence Tests, Mathematical Models, Psychological Testing, *Psychometrics, *Public Opinion, Social Differences, Test Construction, Testing, *Testing Problems, Test Interpretation
Identifiers-China

This conference focuses upon various aspects of testing within a society, and upon technical advances in measurement. Philip H. DuBois's paper deals with China, a society dominated by tests, from 1115 BC 1905 AD. Donald W. Fiske discusses the effect of testing on the individual in modern America in his paper, The Subject Looks at Psychological Tests.'' Three psychometricians discuss several new mathematical approaches to the analysis of test data: Louis Guttman, The Structure of Interrelations Among Intelligence Tests;'' Henry F. Kaiser, Psychometric Approaches to Factor Analysis;'' and Ledyard R Tucker, Experiments in Multi-Mode Factor Analysis.'' Omar Khayyam Moore speaks on Technology and Behavior.'' The four final papers dealt with various issues related to the testing of the culturally different: Measurement Issues in the Counseling of the Culturally Disadvantaged,'' Martin Hamburger; Principles of Developing Tests for the Culturally Different,'' William E. Coffman; The Measurement of Environments,'' Richard Wolf; and Social Class and Cultural Group Differences in Diverse Mental Abilities,'' Gordon Fifer. (BH)

ED 173 440 TM 009 618

Loveridge, Robert L. Carapella, Ruth

The Application of USOE Models A, B, & C to a Title I Early Childhood Program.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Achievement Gains, Admission Criteria, *Compensatory Education Programs, *Data Analysis, Early Childhood Education, Evaluation Criteria, *Evaluation Methods, Kindergarten Children, Models, Preschool Tests, Pretests, *Program Evaluation, *Research Design, Test Selection, Underachievers

Identifiers-Elementary Secondary Education Act Title I, *Kindergarten Extended Day Program

Kindergarten pupils enrolled in Elementary and Secondary Education Act Title I schools were selected for the Kindergarten Extended Day (KED) Program if they showed marked underachievement on the Cooperative Preschool Inventory (CPI). KED students attended kindergarten for an additional half day. Since previous evaluations of KED may have had problems in their research design, this evaluation used and compared six of the Office of Education Title I evaluation models. The following comparisons were made, using transformed data from the CPI, Basic School Skills Inventory (BSSI), and the Comprehensive Tests of Basic Skills (CTBS) including Visual and Auditory Discrimination and Mathematics subtests: (1) Model A comparison of normal curve equivalent gains on BSSI for KED participants; (2) Model C, using CTBS subtests as criterion variables and CPI as the selection instrument; (3) modified Model B, using BSSI and CTBS posttest scores and CPI selection scores; (4) alternative Model B, using CPI selection scores as a covariate; (5) Model C evaluations using KED participants as in (3); and (6) Model A evaluation as in (3). Results indicated that substantially different results were produced from one model to another. Six recommendations were made regarding program evaluation models. (GDC)

ED 173 441 TM 009 619

Muirhead, Scott And Others

An Evaluation of the Intensive Reading Improvement Program.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developmental Reading, Elementary Education, Inservice Teacher Education, Program Development, *Program Evaluation, Reading Achievement, *Reading Improvement, Reading Instruction, *Reading Programs, *Teacher Role

Identifiers-Illinois (Chicago), Intensive Reading Improvement Program

The Intensive Reading Improvement Program (IRIP) was implemented in Chicago, Illinois elementary schools after standardized test results, first published in 1969, indicated the need for improvement. IRIP had four goals: to increase motivation in both students and teachers; to extend teachers' understanding of a good developmental reading program; to emphasize specific techniques for teaching reading; and to increase parent and community participation. Reading resource teachers were relieved of their regular teaching assignments, in order to receive special training for IRIP teaching. Their training consisted of sixty hours in reading theory and instructional technique. The program grew to include 203 teachers in 186 schools, with a budget exceeding three million dollars. The program evaluation focused on the characteristics of selected teachers and schools; reading achievement gains; participant satisfaction regarding the teacher training; actual activities of IRIP teachers; and opinions of related staff. As a result of the evaluation findings, five recommendations were made: (1) revise and prioritize the guidelines for teachers' responsibilities; (2) revise the written training materials; (3) eliminate teachers' noninstructional duties; (4) monitor teacher activities; and (5) provide forums for teachers to meet and exchange ideas. (GDC)

Reinstein, Barry J. Williams, Clifford W.
School Evaluation Studies in Portland, Oregon: A Naturalistic Inquiry Approach to School Evaluation.
Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) · Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Ancillary Services, Curriculum Evaluation, Educational Facilities, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Field Studies, *Institutional Characteristics, *Institutional Evaluation, Instructional Programs, *Observation, *Public School Systems, School Administration, School Community Relationship, School Environment
Identifiers-Oregon (Portland), *Portland School District OR

A naturalistic inquiry approach was used for the collection and interpretation of information on the 138 schools in the Portland, Oregon school system. This approach was an in-person, field based, investigative method, and was nonobtrusive. Factors studied included: description of the school and its setting; the school building and facilities; school and community; school goals; administration; curriculum and instruction; support services; and student performance. There were 25 criteria for evaluating a school. These criteria covered instructional activities and grade placement; interpersonal relationships; academic achievement measures; standards for student behavior and administrative support; community, parent, and teacher participation; and adequate educational materials and physical facilities. Characteristics of the evaluators included professional experience in education; experience with teaching materials and resources; knowledge of evaluation technique; ability to function unobstrusively and to establish good rapport with staff and students; and ability to analyze data and report findings objectively. The program process involved school selection; on-site evaluation; report preparation; and report dissemination and application. (MH)

ED 173 443 TM 009 621

Wood, Carolyn J. Pohland, Paul A.

Teacher Evaluation: Organizational Maintenance Versus Stimulation of Improved Teaching Performance. The New Mexico Principalship Study.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, Educational Trends, Effective Teaching, Elementary Secondary Education, *Evaluation Criteria, *Instructional Improvement, *Noninstructional Responsibility, *Rating Scales, Student Teacher Relationship, Teacher Characteristics, *Teacher Evaluation, Teacher Improvement, Teacher Responsibility, *Teacher Role, Teaching Techniques
Identifiers-New Mexico

Teacher evaluation procedures appear to focus on organizational maintenance aspects more heavily than on helping teachers improve their teaching performance. This conclusion was reached after a content analysis of teacher evaluation instruments used in New Mexico schools. Items focusing on the instructional role constituted only 28% of the items in the rating scale instruments. Other factors used in teacher evaluations included personal characteristics (30%); administrator/manager role (14%); social role (12%); professional role (7%); organizational membership role (7%); and student achievement (1%). The results also suggested that organizational conservatism and stability, rather than change, appear to be highly valued. From a supplementary analysis of teacher evaluation instruments dating from the turn of the centruy to the present, it was concluded that the secondary emphasis on instructional role has been a persistent characteristic of teacher evaluation over the years. (MH)

ED 173 444 TM 009 622

Kean, Michael H.

The Role of the Educational Evaluator in Malpractice Litigation; Stratagems for Change.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, *Compliance (Legal), Court Litigation, Data Bases, Educational Accountability, *Educational Legislation, *Evaluation Needs, Evaluators, Exceptional Child Services, Mainstreaming, Parent School Relationship, *School Responsibility, *Special Education, Student Needs
Identifiers-*Education for All Handicapped Children Act, Malpractice (Education)

Recent legislation and court decisions have upheld the right of every child to a quality education. Public Law 94-142, The Education for All Handicapped Children Act, requires that all states provide an appropriate education for all handicapped children. Given that special education is a civil right, it is inevitable that educational malpractice and special education become entwined. Three noteworthy court cases are: (1) Frederick L. v. School District of Philadelphia involving screening tests for learning disabilities; (2) Daniel Hoffman v. New York City Schools regarding a four-year old with a minor speech impediment who was diagnosed as mentally handicapped and never retested; and (3) Doe v. Griles a class action suit on behalf of 113 exceptional children in the Fort Wayne, Indiana Community School District who were served by only four teachers. To implement P. L. 94-142, schools should provide evaluation services for collecting data on students, deliver full educational services (including regular class placement, appropriate programming, and safeguards), and encourage parental involvement. The special education evaluation unit should provide services related to student evaluation, program improvement, individualized curriculum planning, and recommended research studies. (GDC)

ED 173 445 TM 009 623

Bergquist, Constance C.
The Reliability of Auditor Judgments: A Meta-evaluation Study.
Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making, Evaluation Criteria, *Evaluation Methods, *Evaluators, Program Administration, *Program Evaluation, *Reliability
Identifiers-Auditors, *Audits, Florida, *Interrater Reliability

The reliability of evaluators' judgments was investigated, using a discrepancy evaluation model within a program evaluation context. Two research problems were addressed: the degree of evaluator reliability in detecting and rating problems in federal educational project planning, management, and evaluation; and the relationship between inter-judge reliability and the types of items examined, the evaluators' expertise, and the type of project being evaluated. Of thirty-one evaluators studied, 77% had doctoral degrees, and all had previous training related to the Title IV-C audit system. Three types of reliability coefficients were calculated: (1) the consistency of a single rater over a set of ratings was .07 to .64; (2) the estimated single rater reliability over all situational protocols was .20 to .84, with most coefficients above .50; and (3) the average interrater reliability was .45 to .96, with over half of the coefficients above .80. Results raised two questions about the reliability of judgments made by educational evaluators; questionable replicability of evaluation methods and standards, and the amount of disagreement among evaluators on methods and procedures for evaluating programs. (MH)

ED 173 446 TM 009 625

Paiva, Rosalia E. A. Vu, Nu Viet

Standards for Acceptable Level of Performance in an Objectives-Based Medical Curriculum: A Case Study.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, *Complexity Level, *Cutting Scores, Higher Education, *Mastery Learning, *Mastery Tests, *Medical Schools, Medical Students, Multiple Choice Tests, *Performance Based Education, Test Construction, Test Items, Test Reliability, Test Validity
Identifiers-*Nedelsky Method

The Southern Illinois University School of Medicine applies mastery learning concepts to an objectives-based curriculum and uses the Nedelsky method to assess mastery of core objectives. Provisions are made for remediating deficiences. The Nedelsky technique is used for determining an acceptable level of performance in multiple choice examinations administered to medical students. Advantages of using the Nedelsky method are: (1) standards are based on content; (2) it helps faculty realize item and response option difficulties; (3) the technique is easily understood; and (4) data supporting the validity of the technique are already available. Shortcomings include: the likelihood of reduced rating reliability and validity when obtained from a single instructor; decreased emphasis on other important test characteristics; and the possibility of consistently underestimating an acceptable level of performance. It was concluded that the Nedelsky technique worked best in the following situations: several instructors who are familiar with

the test content are available; the test contains a relatively large number of items; and the acceptable level of performance is adjusted to more than procedural considerations. (MH)

ED 173 447 TM 009 627

Crehan, Kevin

Student Generated Items as an Instructional Tool.

Pub Date- Apr 79

Note-10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, College Instruction, Content Analysis, *Course Objectives, Higher Education, Item Analysis, *Learning Activities, Measurement, *Statistics, *Student Participation, Teamwork, *Test Construction, *Test Interpretation, Test Items

Undergraduate students in a large tests and measurements class were assigned a series of projects directly related to course content: (1) divide the textbook and instructional content into topical sub-sections; (2) identify learning outcomes for each sub-section; (3) list course objectives working in groups of 3-6 students; (4) revise objectives among entire class; (5) divide the task of item writing for the final list of objectives; (6) critique items and construct a quiz; (7) administer quiz and conduct item analyses; and (8) conduct an item-by-item critique among the entire class to determine which items need revision or deletion. This instructional strategy increased the students' involvement and cooperation, but required a considerable amount of class time. (Four behavioral objectives constructed by the students are presented, as well as a sample item card, the 27-item test, and a computer printout of quiz results.) (GDC)

ED 173 448 UD 019 164

Boys' Clubs of America Alcohol Abuse Prevention Project, 1976-77. Final Evaluation.
Insight Associates, Great Neck, N.Y.
Pub Date-15 Aug 77
Note-62p.; For related documents, see UD 019 165-166; Not available in hard copy due to institution's restriction
Available from-Boys' Clubs of America, 771 First Avenue, New York, New York 10017 ($10.00 + $1.00 postage and handling)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, *Counseling Instructional Programs, *Outreach Programs, Prevention, *Program Effectiveness, Program Evaluation, *Youth Programs
Identifiers-*Project TEAM

This report evaluates the alcohol abuse prevention program's effectiveness in producing social change among Boys' Club participants. Concentrating on the program's second year, this paper presents summative evaluations for nine Boys' Club pilot sites. Each summation concentrates on the site's ability to implement model programs developed during the first year of the project and examines the impact the intervention effort had on participants in the program. Specific activities undertaken at each site to develop and/or implement the program are described. Sample data from surveys and interviews conducted by evaluators to assess the project's impact on participants are presented. Patterns among the project's participants and a control group are compared. The project's success in modifying the behavior and attitudes of participating youngsters are outlined and recommendations concerning the continuation and improvement of the program are listed. (EB)

ED 173 449 UD 019 165

Boys' Clubs of America Alcohol Abuse Prevention Project, 1977-78. Final Evaluation.

Insight Associates, Great Neck, N.Y.
Pub Date-30 Dec 78
Note-60p.; For a related document, see UD 019 164 and UD 019 166; Not available in hard copy due to institution's restriction
Available from-Boys' Clubs of America, 771 First Avenue, New York, New York 10017 ($10.00 + $1.00 postage and handling)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, *Counseling Instructional Programs, *Outreach Programs, *Prevention, Program Evaluation, Social Change, *Youth Programs
Identifiers-*Project TEAM

This report evaluates this prevention program's effectiveness in producing social change in the area of alcohol abuse among Boys' Club participants. Concentrating on the program's third year, this paper presents summative evaluations for seven Boys' Club pilot sites. Each summation concentrates on the site's ability to translate models developed over the first two years of the program into prototypes for incorporation into the ongoing Boys' Club program and examines the impact the intervention effort had on participants exposed to the program. Specific activities undertaken at each site to develop and/or implement the program are described. Sample data from surveys and interviews conducted by evaluators to assess the project's impact on participants are presented. Patterns of drinking behavior among the project's participants and a control group are compared. The impact of the entire three year project on the Boys' Club of America is analyzed and recommendations made by evaluators regarding the project are outlined. (EB)

ED 173 450 UD 019 166

Alcohol Abuse Prevention: A Comprehensive Guide for Youth Organizations.
Boys' Clubs of America, New York, N.Y.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-78
Grant-H84-AA02298
Note-166p.; For a related document, see UD 019 164-165; Not available in hard copy due to institution's restriction
Available from-Boys' Clubs of America, 771 First Avenue, New York, New York 10017 ($10.00 + $1.00 postage and handling)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alcohol Education, *Alcoholism, *Counseling Instructional Programs, *Outreach Programs, *Prevention, *Program Development, Program Evaluation, *Youth Programs
Identifiers-*Project TEAM

This guide, the culmination of a three year Project TEAM effort by the Boys' Clubs of America, describes numerous strategies for developing an alcohol abuse prevention program. The core of this guide consists of program models developed by the Boys' Club project at seven pilot sites. The models presented cover the following areas: peer leadership, peer consulting, arts and crafts, cultural exploration, media strategy, values clarification, and community service. Specific objectives and activities for developing and implementing each of the models are outlined. Suggestions for starting a prevention program, developing project staff, getting teenagers involved, and working with the program models are presented. Suggestions are also made concerning program objectives and planning, evaluation concepts and techniques, program funding, and publicity. In addition, facts and myths about alcohol and alcohol abuse are discussed and a resource list is provided. (EB)

ED 173 451 UD 019 233

St. Cyr, Frederick

Lewiston Exemplary Program in Vocational Education. Third Party Evaluation of the Lewiston Job Development, Placement and Follow-Up Program.

Pub Date-Jun 78
Note-14p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 231-232 and UD 019 234
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Employment Programs, Job Placement, *Program Development, *Program Effectiveness, Program Evaluation, *Program Improvement, *Program Validation, Secondary Education, *Student Employment

This paper provides a brief review of the Lewiston program and evaluates the vocational education project on the basis of the objectives around which it was originally developed. Each of fourteen objectives listed is discussed in terms of how well and effectively the objective was met during the tenure of the project. Major factors considered include the project's growth and progression, its exposure to adult education students, the success of its job performance evaluations and follow-up, the program's role in helping drop-outs, and its involvement with employers, State and local agencies and apprenticeship programs. Learning packages and pre-employment evaluations developed by the program and strategies employed by the program to publish a placement guide, to determine employment trends and to establish an advisory committee are also evaluated. Commendations are presented and recommendations concerning the continuation and improvement of the program are made. (EB)

ED 173 452 UD 019 261

Purushothaman, M.

The Education of Children of Caribbean Origin: Select Research Bibliography.

Centre for Information and Advice on Educational Disadvantage, Manchester (England).

Pub Date-78

Note-42p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, *Academic Achievement, *Behavior Problems, Biculturalism, *Cultural Differences, Cultural Pluralism, Nature Nurture Controversy, Racial Attitudes, *Racial Differences

Identifiers-United Kingdom, *West Indians

This collection of references and research findings was initially compiled in connection with a conference on the ``Linguistic Needs of West Indian Children.'' The first section includes research reviews and critiques. The second section includes research on the following subjects: (1) ability; (2) attainment/achievement; (3) attitudes, racial awareness, and friendship patterns; (4) behavior disturbance in schools, (5) behavior disturbance in clinics; (6) behavior disturbance in Community Home Schools; (7) school curriculum and teachers; (8) social and cultural background of Caribbean migrants. Section three is a bibliography on education in the Caribbean, and Section four is a description of conclusions reached in five American studies on race and education. (RLV)

ED 173 453 UD 019 262

Bagley, Christopher

A Comparative Perspective on the Education of Black Children in Britain.

Centre for Information and Advice on Educational Disadvantage, Manchester (England).

Pub Date-15 Nov 77

Note-33p.; Paper presented to a seminar at the Centre for Information and Advice on Educational Disadvantage (Manchester, England, November 15, 1977)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Students, *Educational Quality, Elementary Secondary Education, *Environmental Influences, Equal Education, *Family Background, Immigrants, *Intelligence Factors, *Low Achievement Factors, Nature Nurture Controversy, Test Bias

Identifiers-*Great Britain, Jamaica, West Indians

West Indian children in British schools tend to have lower scores than white children on conventional tests of achievement. However, when factors such as social class, length of exposure to the British educational system, and school quality are taken into account, the differences in test scores between blacks and whites narrow. A broader concept of cognitive functioning is needed for testing students by traditional psychometric tests, Piagetian tests, tests of cognitive style, measures of achievement, and tests of vocationally-oriented skills. In addition, educational authorities need to be aware of the language background (Creole) of black children in England. The most successful black children are those whose parents speak standard English, are well educated, and are critical of English institutions, including the educational system. (Author/MC)

ED 173 454 UD 019 277

Carter, George E., Ed. Parker, James R., Ed.

Afro-American Folklore: A Unique American Experience. Selected Proceedings of the Annual Conference on Minority Studies (3rd, April, 1975), Volume 4.

Wisconsin Univ., La Crosse. Inst. for Minority Studies.
Pub Date-77
Note-56p.
Available from-Institute for Minority Studies, University of Wisconsin-La Crosse, La Crosse, Wisconsin 54601 ($5.00)
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-African Culture, African History, *Black Culture, *Black Literature, Cultural Awareness, Elementary School Students, *Folk Culture, Folklore Books, Literature, Music, Oral History
Identifiers-Ellison (Ralph), Harris (Joel Chandler)

The articles in this document emphasize the positive, unique aspects of Afro-American folklore. Etta Moten Barnett concentrates on the changes in African music in response to the new geographical and cultural influences in America. Frank Suggs, Jr. describes a strategy for introducing black folklore and black music into the elementary school in an appealing way. Marcella Howell examines Joel Chandler Harris's Uncle Remus tales in the context of black folklore. Sandra Alexander discusses the scapegoat archetype in Ralph Ellison's novel, Invisible Man.'' William H. Wiggins examines the folklore elements in Ellison's book and relates them to genres of the Afro-American oral tradition. Finally, Jill Weyant analyzes Charles Chesnutt's The Conjure Woman'' to further illustrate the influence of white American writers on the continuum of Afro-American folklore. (Author/EB)

Sato, Masayuki

Concept of Shame and the Mental Health of Pacific Asian Americans.

Pub Date-May 79
Note-12p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (7th, La Crosse, Wisconsin, May 2-5, 1979); Not available in hard copy due to reproduction quality of the original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Asian Americans, *Japanese Americans, *Mental Health, Mental Illness, *Psychological Characteristics, *Psychological Patterns, Religion, Self Concept, *Subemployment

The concept of shame may be an important factor in the low utilization of mental health services, under-employment patterns, and religious orientation of Pacific and Asian Americans (PAAs). Pacific and Asian Americans generally have high academic achievement and a low rate of crime and delinquency. Because of this, the myth of the Pacific and Asian American as the model minority with no serious problems has become widespread. Fear of ``losing face'' often prevents the Pacific and Asian American from seeking counseling for psychological problems until the problems are advanced. Despite high educational levels, PAAs receive lower earnings than similarly educated white males. Fear of standing out and risking unemployment often keeps the PAAs from fighting for their rights in the workplace. Even within the Asian American Protestant ethnic church it is often difficult for the PAA to share personal or family problems because of the concept of shame. Greater understanding of the concept and impact of shame may provide more insight and appreciation of the social, psychological and cultural experience of the Pacific and Asian Americans. (RLV)

ED 173 456 UD 019 452

Scott, Ralph
Comments on Optimizing Achievement in a Desegregated School District: The Uses of Evaluation Research.''
Pub Date- 79
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bus Transportation, Community Support, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Equal Education, Family Involvement, *Integration Studies, Minority Group Children, *Models, Racially Balanced Schools, *Research Design, *School Integration
Identifiers-*Walberg Model

Extensive research into the effects of racial balancing within schools has yielded little evidence that minority or majority children benefit from such endeavors. A productivity model developed by Walberg illustrates the type of comprehensive design needed to schematize learning and raise the quality of education for students of all races. This model measures seven productivity factors: ability, motivation, social class, home factors and age. Researchers have shown how the Walberg model may be applied in specific situations. Their efforts point out subtle and complex factors that deserve consideration if learning trends are to be understood. In addition, their findings support the belief that when schools succeed, it is because of support from home and community. If it is true that forced busing weakens the natural and supportive bonds of home, school and community, then it is time to reaffirm educational strategies designed to promote the learning of minority children. The Walberg Model provides the framework for constructing the necessary research designs for improving desegregated schools. (Author/EB)

ED 173 457 UD 019 453

Scott, Richard R.

National Comparisons of Racial Attitudes of Segregated and Desegregated Students.

Pub Date-79
Note-25p.; Tables may be marginally legible due to the print quality of the original document
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Caucasians, Integration Effects, *National Surveys, *Race Relations, *Racial Attitudes, *Response Style (Tests), School Integration, *Social Influences, *Testing Problems
Identifiers-*National Assessment of Educational Progress

Racial attitude questions from national surveys such as the National Assessment of Educational Progress (NAEP) are being used to show that progress has been made toward interracial harmony in this country. However, there is reason to worry about conclusions from such measures, because they may indicate only progress on learning the socially desirable response rather than the true feelings of the respondents. In fact, a closer examination of racial attitude responses on the NAEP indicates that there is a significant residue of real mistrust between blacks and whites, particularly in the areas of neighborhood integration for whites and personal services for blacks. The cautions against using racial attitude questions also apply to investigations of effects of school desegregation. For example, by controlling for social desirability response bias, results from an examination of responses made by black and white students on the NAEP, show that school desegregation has a positive influence on black students' expression of acceptance for whites and a mixture of positive and negative effects on white students' expression of acceptance of blacks. Furthermore, when subgroups with the least tendency toward social desirability bias were isolated, findings show the most positive effect of desegregation on the acceptance by both blacks and whites of the opposite race. (Author/EB)

ED 173 458 UD 019 456

Nacoste, Rupert W. Scott, Richard R.
Social and Psychological Antecedents of Black Student Aspirations.
Pub Date-19 Mar 79
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aspiration, *Black Students, College Students, Cultural Background, *Goal Orientation, Grade Point Average, Higher Education, *Psychological Patterns, *Social Background, *Social Influences, Socioeconomic Status

After a critical review of research which deals with various aspects of aspirations, expectations and educational attainment, this study attempts to determine the social psychological antecedents of black educational levels of aspiration. The study is based upon data colledted from black sophomore students at a large, predominantly white university in the southeast. Variables considered include sex of respondents, grade point average, socioeconomic status, contact with whites, and subjective ability comparisons. Measures of educational aspirations and expectations are assessed. Multiple regression techniques are used in analyzing these variables. Findings indicate that the aspirations of black students are closely related to their expectations and suggest that social background plays an important role in the formation of aspirations and expectations for post-baccalaureate schooling, but not for the formation of grade point average expectations. It is concluded that black students do not link grade point average to schooling as white students do because of values acquired in a distinctive subculture. Implications of these findings for educational policy are discussed. (Author/EB)

ED 173 459 UD 019 477

Richert, E. Susanne Irvin, Patricia L.

Individual Rights: Rights of the Accused/Freedom of Expression. A Resource Manual for Teachers. Second Edition.

Institute for Political/Legal Education, Pitman, N.J.
Pub Date-Dec 76
Note-220p.; For a related document, see ED 110 392; Not available in hard copy due to institution's restriction
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Civil Liberties, Constitutional Law, *Curriculum Guides, *Instructional Materials, *Learning Activities, *Legal Education, Resource Materials, *Teaching Methods

This guide is designed to help teachers provide their students with a basic understanding of the American legal system. It concentrates on the foundation of law, criminal procedures, and the laws and court decisions which protect the rights of the accused and freedom of expression. Included are case studies, simulation activities, role play, field study and interning possibilities, as well as value strategies. The first chapter emphasizes the aims and methods of teaching law. The other chapters deal with different aspects of the unit and are topically arranged to include the following: (1) curriculum objectives; (2) teacher background information; (3) motivating strategies; (4) activities to develop knowledge; (5) student handouts; (6) vocabulary; (7) concluding activities; (8) author references and suggested readings; and (9) audio visual materials. An appendix lists resources available to teachers and includes such materials as a legal glossary, an outline of the judicial system, and excerpts from the constitution relevant to the topics covered. (Author/EB)

ED 173 460 UD 019 479

van Houten, Therese Golembiewski, Gary

Adolescent Life Stress as a Predictor of Alcohol Abuse and/or Runaway Behavior.

National Youth Alternatives Project, Inc., Washington, D.C.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-78
Grant-NIAAA-5-H84-AA01525
Note-123p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescence, *Adolescents, *Alcoholism, Delinquents, *Drinking, Family Life, Family Problems, Parent Influence, *Runaways, *Stress Variables, *Youth Problems

The connection between parental alcohol abuse and adolescent life stress, adolescent alcohol abuse and adolescent running away is explored in this study of 907 adolescents ranging in age from 12-17. The purpose of this study is to determine whether or not alcohol abuse and running away can be viewed as a response to, or an escape from stress. It is reported that the majority of runaways say they left home because of family problems, including parental alcohol abuse. A population of two groups, runaway and non-runaway, was used in this study to test for a correlation between parental alcohol abuse and adolescent running away. A questionnaire was administered to the entire population of 907 adolescents and a Life Events Inventory (LEI) was administered to a sub-sample of these adolescents. Final analysis of the questionnaire data supported positive correlations between adolescent alcohol abuse, running away and parental alcohol abuse. The analysis also showed similarities in drinking patterns for runaways and non-runaways. The results indicated, however, that despite many similar characteristics between runaways and non-runaways, differences existed between these two groups. It was found that parental alcohol use/abuse is one of the most significant factors in adolescents's drinking. (RLV)

ED 173 461 UD 019 480

Padilla, Amado, M. Aranda, Paul

Latino Mental Health; Bibliography and Abstracts.

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-ADM-76-317
Pub Date-76
Contract-HSM-42-72-61
Note-293p.; For a related document, see ED 088 246
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Blacks, *Mental Health, *Mental Illness, Mexican Americans, *Psychological Characteristics, *Psychological Studies, Puerto Ricans, *Spanish Speaking

An extensive list of literature sources on the psychological and mental health literature of the Latino community in the United States is presented in this annotated bibliography. The intent of this work is to provide the mental health practitioner, researcher and student with a bibliography of literature related to the mental health, directly or indirectly, of Latinos. Latino refers to Spanish speaking, Spanish surnamed, and people of Spanish origin. Most of the literature cited in this bibliography is about Mexican-Americans and Puerto Ricans. A total of 497 references are fully annotated. An annotated list of dissertations and a subject index are included. (RLV)

ED 173 462 UD 019 481

Graham, Patricia Albjerg

Address by Patricia Albjerg Graham at the National Urban Education Conference Convened by CEMREL, Inc.

Pub Date-12 Jul 78

Note-12p.; For a related document, see ED 156 820; Paper presented at the National Urban Education Conference (St. Louis, Missouri, July 12, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education Programs, Compensatory Education Programs, *Educational Improvement, Educational Objectives, *Educational Programs, *Educational Research, Elementary Secondary Education, Research Methodology, *Research Problems, *Urban Education

Identifiers-Career Intern Program, Cities in School Program, *National Institute of Education, Project EXCEL

This paper addresses problems in research on urban education and outlines several National Institute of Education (NIE) proposals for dealing with these problems. It is argued that research should not stray too far from the basic educational goals of inculcating literacy, that educational research must become more diverse and sophisticated in its methodologies, and that the topics for study should be realistic. Other problem areas discussed include the ``teacher drop-out'' syndrome, the diversity of present day classrooms, special education needs, and external demands such as accountability movements and legislative requirements. Four projects which relate to urban settings and reflect the philosophy of action-oriented research are described. These include Jesse Jackson's Project EXCEL, the Cities in School Project, the Career Intern Program, and the role of community colleges in improving adult literacy. (Author/EB)

ED 173 463 UD 019 483

Research and Development Projects.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-292p.; For an earlier edition, see ED 138 731; Not available in hard copy due to print quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Doctoral Theses, *Employment, *Employment Opportunities, *Employment Programs, Program Administration, Program Development, *Project Applications, *Research Projects, *Research Proposals

In this summary of research projects funded by the Office of Research and Development (ORD) of the Employment and Training Administration, only projects completed between July, 1975 and September, 1978 are listed. Projects and publications presented for program planning and administration, programs and techniques, the labor market, and economic and social policies are listed by subject. Institutional, doctoral dissertation and small research grants are listed separately. Projects supervised by the Department of Labor's Bureau of International Labor Affairs are also included. Each entry includes a set of indexing terms which indicate what information may be found in the project or application. An appendix contains guidelines for submission of proposals and an excerpt from the Comprehensive Employment and Training Act of 1973. (Author/EB)

ED 173 464 UD 019 484

Carrillo, Carmen

Summary: Report to President's Commission on Mental Health from the Special Populations Subtask Panel; Mental Health of Hispanic Americans; Recommendations to the Commission.

Pub Date- 79
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Differences, Delivery Systems, *Health Needs, Health Personnel, *Health Services, *Mental Health, *Mental Illness, *Spanish Speaking

The issue of the delivery of mental health services to Hispanic Americans is discussed in this report to the President's Commission on Mental Health. Hispanics, who will be the largest minority group in the United States within the next 25 years, do not make use of sufficient existing health services. They have a need for alternative services which are adapted to their cultural heritage. Urban Hispanics are a high risk population with respect to mental illness, alcoholism, and drug abuse. Rural Hispanics and migrant workers have problems stemming from their isolation, their mobility, and the reluctance of traditional agencies to provide them with services. In addition to being served inadequately as patients, Hispanics are also underrepresented as professional workers in the mental health field. This condition persists despite the affirmative action efforts of recent years. In order to develop the human resources necessary for the delivery of culturally relevant mental health services to Hispanic Americans, 24 recommendations are suggested. The increased participation of Hispanic peoples in the shaping of their own destiny should be the single most important element of any national policy designed to improve their physical and mental health status. (RLV)

ED 173 465 UD 019 489

Penn, Nolan E.

Mental Health Characteristics of Elderly Black Urban Dwellers.

Spons Agency-California Univ., San Diego. Academic Senate.
Pub Date-May 78
Grant-MBS-PHS-RR-08135-04
Note-11p.; Paper presented at the Quality of Life and Mental Health of Minority Elderly Persons Research Symposium sponsored by the National Center on Black Aged (Dayton, Ohio, May 23-24, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Delivery Systems, Females, Lunch Programs, *Mental Health, *Older Adults, *Psychological Characteristics, *Psychological Needs, *Psychological Services, Psychopathology, *Senior Citizens, Urban Population

This study reports the initial results from a study designed to assess the perceived needs for mental health services and other types of services in a group of elderly black women who participated in an urban, federally subsidized luncheon program. The two hypotheses tested were: (1) that the majority of elderly persons participating in this age-segregated program would not be satisfied with their current quality of life; and (2) that the majority of these elderly respondents would endorse as a high priority the need for neighborhood or community based mental health counseling services. Findings did not support either hypothesis. They did suggest that if a substantial number of elderly black women wish to have direct assistance type programs as a high priority, then perhaps government subsidized luncheon programs, as well as mental health clinics are useful services. The government should plan for and provide better delivery of these kinds of services, either directly or as auxillary projects. Satisfaction of specific needs could be the key to the primary prevention of psychopathology for elderly persons. (Author/EB)

ED 173 466 UD 019 492

Middleton, Ernest J. Crosby, Jerry D.

Academic Achievement Versus Desegregation: A Definitive Verdict or is the Jury Still Out?

Pub Date- 79

Note-24p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Black Students, *Caucasian Students, Elementary Secondary Education, *Integration Effects, *Integration Studies, *School Integration

Identifiers-*Coleman Study

This paper reviews research related to desegregation and achievement in an attempt to determine the effects of desegregation on the academic achievement of black and white students. The review is organized into three sections: (1) the pre-Coleman era which includes discussions of desegregation and academic achievement prior to 1966; (2) a summary of the Coleman Study (1966); and (3) a discussion of studies on desegregation and academic achievement after 1966. Findings of the review support the positive effects of desegregation and academic achievement although it is pointed out that desegregation can have negative effects on other aspects of student life, particularly for black students. (Author/EB)

ED 173 467 UD 019 493

James, Bill

Counselor Training, Supervision and the GLUB Mobile Program.

Pub Date- 79
Note-17p.; Not available in hard copy due to the print quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education Programs, *Counseling Effectiveness, *Counseling Programs, Counselor Role, *Counselors, *Counselor Training, *Outreach Programs, Program Evaluation, Student Characteristics, Summer Programs
Identifiers-*Upward Bound

An assessment of Groton-Lowell Upward Bound (GLUB) Program focuses upon the role and effects of counseling within the six week summer program. The analysis is chronological beginning with the initial pilot program of the summer of 1966, and ending with a review of subsequent programs through the summer of 1977. Brief outlines are presented regarding the characteristics of the student populations, responsibilities of counselors, problems encountered, counselor training, and the decision to go mobile. Several implications of the mobile format are presenteo along with concern for the Upward Bound mandate issued by the U.S. Office of Education. (Author)

ED 173 468 UD 019 505

Weaver, Roy A.

Magnet School Curricula: Distinctly Different? Summary Report.

Pub Date-12 Apr 79

Note-32p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, California, April 12, 1979)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis, *Curriculum Design, Educational Policy, Elementary Secondary Education, Grouping (Instructional Purposes), *Magnet Schools, Parent Participation, *Racially Balanced Schools, School Integration, Student Participation, *Teaching Methods, *Traditional Schools

Identifiers-California (Los Angeles)

Ethnographic techniques are employed in this study in order to determine the extent to which curricula developed in magnet schools is distinctly different from curricula in conventional or nonmagnet schools. The variables examined and compared include: (1) subject matter offered; (2) instructional methods; (3) grouping procedures; (4) student and parent choicemaking; and (5) curricular policies. Preliminary findings reported indicate that although some variance exists between the two types of schools with regard to the variables examined, there is still too little data to judge the extent of the differences. (Author/EB)

ED 173 469 UD 019 506

Johnson, James A., Jr.
MEOW.
Pub Date-11 Apr 79
Note-11p.; Paper prepared for the American Educational Research Association Symposium entitled "Modifying the Role and Status of Minorities in Educational R&D" (San Francisco, California, April 11, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, American Indians, Asian Americans, *Blacks, *Educational Research, Equal Education, Ethnocentrism, *Minority Groups, *Professional Personnel, Research and Development Centers
Identifiers-American Educational Research Association

This paper rejects the view that the need to modify the status and role of minorities in educational research and development is of high priority. The need to modify this status is viewed as symptomatic of the problem of differential treatment of persons of color by American educational institutions. The problem which the American Educational Research Association (AERA) must address is institutionalized ethnocentrism as it is manifested in the inability of American educational institutions to effect equal outcomes for all students. Minority group children consistently score below the median on standardized verbal tests. Hispanics and blacks are underrepresented among college bound students, and among those receiving doctorates. Thus it could be expected that blacks and Hispanics would also be underrepresented in the research and development enterprise. Eight guidelines for AERA behavior and four courses of action are suggested to help AERA reduce institutional ethnocentrism in its own organization. The reduction of institutional ethnocentrism must become a high priority for AERA, and that priority must be reflected in its budget. (RLV)

ED 173 470 UD 019 509

Sirmans, Meredith F.

Health Care as a Right: The Politics and Economics.

Spons Agency-National Urban League, Inc., New York, N.Y.
Pub Date-Feb 77
Note-8p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Community, *Blacks, *Economic Disadvantagement,
Economic Factors, Health Personnel, *Health Services, Medical
Assistants, *Medical Care Evaluation, Paraprofessional Personnel,
*Political Issues, Primary Health Care, Quality of Life

In the past few years there has been an increase in the discussion of health care as a right. Although the statement that health care is a right sounds good and altruistic, it does not deal with the political or economic realities of health care, especially for blacks. The health care industry represents approximately 8% of the Gross National Product. However, the black family has not really benefited from increased government spending on health care. The health care needs of the black community must first be established. Improved environmental conditions must be developed. The numbers of minority health providers must be increased. To bring about these suggested changes, it is necessary to redistribute the federal health care dollar into the black and minority community. The only way that this can be done is through the political process. Blacks can contribute to their health by becoming involved in the political and economic life of the black community. (RLV)

ED 173 471 UD 019 512

Carrillo, Carmen

Future Dimensions of Mental Health Services to Minority Communities.

Pub Date- 78
Note-14p.; Paper presented at the Annual Third World Counselors in Higher Education Conference
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Services, Cultural Factors, Futures (of Society), *Health Needs, *Health Personnel, *Mental Health, *Minority Groups, *Psychiatric Services, *Psychological Services, Resource Allocations

In the past, neither the minority individual nor a third world perspective was to be found in the conceptualization or administration of mental health services to minorities. Changes in the emphasis from the Anglo/European focus to a socio-eco-political understanding of people of color were gradual. The final breakthrough came during the 1960s when third world practitioners and scholars developed a theoretical framework applicable to the experience of the third world community. The present state of the mental health field shows an encouraging growth in the pool of available books, articles, research and training opportunities for third world people. However, the debate over the mental health problems of minorities has failed to address the fundamental question of the allocation of resources to combat the problems faced by this population. If any gains are to be made in the future, there should be more concern for the allocation of resources to minorities. In addition, a strong and healthy association of third world practitioners is needed to work for the goal of culturally based, culturally appropriate, non-class bound mental health services. (Author/EB)

ED 173 472 UD 019 516

Havemen, Robert H. Christainsen, Gregory B.
Public Employment and Wage Subsidies in Western Europe and the U.S.:

What We're Doing and What We Know.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-522-78
Pub Date-Nov 78
Note-111p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Developing Nations, Employment Level, Employment Practices, *Employment Programs, Guaranteed Income, Inflation (Economics), *Job Development, *Labor Economics, *Manpower Utilization, *Public Policy, Public Service Occupations, *Unemployment

This paper examines various aspects of public employment programs designed to reduce unemployment in Western industrialized countries. The historical context in which these programs emerged and the forms such programs might take are discussed. Public employment is considered in terms of special public service jobs, public works, and training and sheltered employment. Possible types of wage subsidy schemes are also considered. The nature of existing schemes in the United States and Europe is outlined and discussed according to the types of programs pursued. The economics of such policies are analyzed according to the effects these measures have on inflation, the overall level of employment, the distribution of employment, the balance of payments and the efficiency of resource allocation. Existing literature on the macroeconomic and distributional effects of job creation programs is reviewed and indirect evidence regarding the probable success of job creation measures is discussed. Notes on evaluation research and suggestions for future evaluation studies are presented. Overall conclusions are also presented. (Author/EB)

ED 173 473 UD 019 522

Wolf, Wendy C. MacDonald, Maurice M.

The Earnings of Men and Remarriage. Discussion Paper No. 537-79.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Feb 79
Grant-MH-06275-16
Note-25p.; For a related document, see UD 018 842
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Economic Status, High School Graduates, *Income, *Males, *Marital Instability, *Marital Status, *Marriage, Salaries
Identifiers-Wisconsin

Income data for 413 male Wisconsin high school graduates whose first marriages ended in divorce or separation are used in this study to analyze the relationship of men's earnings to their probability of remarriage. A review of related literature is provided to illustrate the hypothesis that the higher a man's earnings are, the more likely he is to remarry. Results of the study indicate that absolute earnings, earnings instability, and earnings relative to peers have minimal effects on a man's probability of remarriage, but that long run permanent income positively affects remarriage. It is concluded that permanent income is more important for remarriage than other studies have shown it to be for marital disruption. (Author/EB)

ED 173 474 UD 019 531

School Security: Guidelines for Maintaining Safety in School Desegregation.

Department of Justice, Washington, D.C. Community Relations Service.
Pub Date-79
Note-23p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Administrator Role, Prevention, School Community Relationship, School Environment, *School Integration, School Safety, *School Security, School Vandalism, *Security Personnel, *Student Needs

A well organized school security program is one solution to controlling the increase in school disruption. However, a long-range security program requires more than enforcing regulations. The role of school security is to influence the development of an educational climate where the classroom atmosphere is peaceful. The responsibilities of security officers should emphasize the importance of preventive security measures. For this purpose, a teamwork approach is necessary. Also, security officers should strengthen ties with students, administrators, school staff, and the community. In dealing with students, school security officers have to understand the students' point of view. In order for security measures to be effective, the security force and the administration need to agree on job descriptions and policy goals for the security program. Parents and community representatives must be convinced of the need for school security. In addition to daily actions for school security, a contingency plan for disruption is needed. This plan should include provisions for building safety and security; personal safety and security; administrative control of operations; emergency communications systems; and police involvement. (Author/MC)

ED 173 475 UD 019 532

Ramey, Craig T. And Others

The Abecedarian Approach to Social Competence: Cognitive and Linguistic Intervention for Disadvantaged Preschoolers.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Pub Date- 79
Note-58p.; Table 4, page 45a, has been deleted due to marginal legibility in the original document ; Best copy available
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Development, Communication Skills, Day Care Programs, *Educational Improvement, *Educationally Disadvantaged, *Intellectual Development, Intervention, Language Experience Approach, *Linguistic Competence, *Preschool Children, Preschool Education, Preschool Programs
Identifiers-*North Carolina (Chapel Hill)

After discussing the differences in the physical, social, and attitudinal environments of advantaged and disadvantaged children, this paper describes the educational settings and intervention practices that were designed as part of the Carolina Abecedarian Project to assist young disadvantaged children in attaining educational competence. An overview of the project's organization, conceptual framework and daily action plan is provided. Specific activities designed to help prepare children in the program for the social and behavioral demands of the public schools are described. The role of parents in the program is also described. Special emphasis is placed on the development of communication skills in preschool children. Strategies developed by the program to promote a particular kind and amount of verbal interaction between teacher and day care pupil are listed. Objectives of this language intervention approach and methods employed for achieving these objectives are outlined. Two examples of results from this program show that the program is accomplishing its goal of preventing retarded intellectual development and improving linguistic performance. Social policy implications for preschool intervention programs are considered. (Author/EB)

ED 173 476 UD 019 533

Edwards, Jane D.
The Vanishing Dichotomy: The Public vs. the Private Family Service Agency: Implications for Black Families.
Pub Date-Nov 77
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, Community Agencies (Public), *Delivery Systems, *Family (Sociological Unit), Program Effectiveness, *Social Services, *Voluntary Agencies, Welfare Agencies, *Welfare Problems, Welfare Services

Just as voluntary agencies cannot function adequately without help from the government, the public system has failed to function adequately without the assistance of voluntary agencies. Public and voluntary resources should be organized into a coordinated accountable system that would assist families with the wide range of services necessary for their physical, social, intellectual and emotional development. Black families, in particular, will need more social services than the government alone can offer in the next ten years. A comprehensive, interrelated system of public and voluntary agencies would provide these families with the social services they need to develop and maintain their strength, and their dignity. (Author/EB)

ED 173 477 UD 019 536

Levy, Jack

Getting the Message Across; Non-Verbal Communication in the Classroom.

Pub Date-Apr 79

Note-24p.; Not available in hard copy due to print quality of the original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, *Cross Cultural Studies, *Cultural Differences, *Cultural Factors, Elementary Secondary Education, Multicultural Education, *Nonverbal Communication

This handbook presents selected theories, activities, and resources which can be utilized by educators in the area of non-verbal communication. Particular attention is given to the use of non-verbal communication in a cross-cultural context. Categories of non-verbal communication such as proxemics, haptics, kinesics, smiling, sound, clothing, and laughter/play are outlined. Ten sets of activities which are common to all cultures are listed and described. Included are the categories of interaction, association, subsistence, bisexuality, territoriality, temporality, learning, play, defense, and exploitation. Cultural considerations in non-verbal communication are illustrated by narrations written by individual members of various ethnic groups. The emphasis in these illustrations is on the different meanings similar gestures, behaviors, and reactions have in different cultures. Classroom activities which can be used to improve and/or clarify students' understanding of non-verbal communication are presented. A bibliography of materials dealing with non-verbal communication is provided. (EB)

ED 173 478 UD 019 539

Wiseman, Robert F.

Spatial Aspects of Aging. Resource Papers for College Geography No. 78-4.

Association of American Geographers, Washington, D.C.
Pub Date-78
Note-54p.; Not available in hard copy due to institution's restriction
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Environmental Influences, Futures (of Society), Geographic Concepts, *Geographic Distribution, Individual Needs, *Migration Patterns, *Older Adults, *Population Distribution, *Population Trends, Quality of Life, *Social Welfare

After describing the growing concern for older people, the commonly held stereotypes about them and the ways in which researchers examine aging and older people, this paper examines different spatial aspects of aging. Prevailing paradigmatic and theoretical views of aging as they are relevant to geographical study are discussed. Specific spatial aspects of aging addressed include: (1) the spatial distribution of the United States' elderly population as it has evolved over time; (2) the spatial patterns of elderly migration and the processes responsible for this migration; (3) the nature of the relationships that exist between the older individual and the environment, the ways in which the individual experiences the environment, and how the environmental setting affects the life of the older person; and (4) the application of geographic research to the planning of delivery systems, housing, and other programs designed to assist older people. Also addressed are the changing characteristics of older people and their future conditions. (Author/EB)

ED 173 479 UD 019 541

Final Report of the Minority Role Stereotyping Sub-Task Force of the State Superintendent's Task Force on Freedom for Individual Development: Role Stereotyping in Wisconsin's Schools.''

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-Jul 76

Note-234p.; Not available in hard copy due to print quality of the original document; Some pages may be marginally legible

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Action Programs (Community), Anti Segregation Programs, Elementary Secondary Education, *Ethnic Stereotypes, Minority Groups, Program Design, Program Development, Program Evaluation, *Public Schools, *Sex Stereotypes, *Stereotypes

This report consists of: (1) a description of role stereotyping and its effects on public instruction; and (2) guidelines and resources for the development of a plan to combat role stereotyping. Appendices include numerous sample forms and questionnaires, recommendations, checklists, and evaluation guidelines that might be used in an action plan to eliminate role stereotyping in the public schools. (Author/EB)

ED 173 480 UD 019 547

Alexander, Dorothy L.

An Investigation into the Absence of Black Parental Involvement in Desegregated Schools.

Pub Date-8 Apr 79

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Blacks, Board of Education Policy, Elementary Secondary Education, Parent Attitudes, *Parent Participation, Parent Role, *Parents, *Parent School Relationship, Reactive Behavior, *School Integration, *School Involvement

This study is concerned with the lack of black parental involvement in a desegregated Dallas elementary school district. Data from questionnaires sent to a sampling of black parents in the school district suggest that blacks residing in desegregated neighborhoods generally maintain a low profile in the affairs of their local schools in order to guard their fragile position within the neighborhood. The information further suggests some specific fears that black parents might have about becoming involved in the affairs of recently desegregated schools. Among them are: (1) fear of white flight; (2) fear of reprisal from white school personnel or white community leaders; (3) fear of their children's misbehavior; (4) fear of embarrassment by their children's lack of academic success; and (5) fear of exposing their own academic weakness. However, a low return rate on the questionnaires and the high rate of neutral responses indicate that the validity of these assumptions are uncertain and that further research is necessary. (Author/EB)

ED 173 481 UD 019 548

Schofield, Janet Ward And Others

The Evaluation of Peer Relations in a Desegregated Middle School.

Pub Date- 79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education, *Black Students, *Caucasian Students, Junior High Schools, Longitudinal Studies, *Middle Schools, Peer Relationship, School Environment, *School Integration, *Student Attitudes, *Student Opinion

This study traced the evolution of students' attitudes toward their desegregated school over a period of three years. A sample group of ten black and ten white children were interviewed at the beginning, middle and end of the three year period on three topics: (1) their reactions to and feelings about attending their new school; (2) their opinions on the academic life of the school; and (3) their judgments of peer relations within the school. Ratings of the school and its academic program were generally very positive, although they declined significantly over time. Answers to the peer relation question indicated that students perceived both a decrease in positive relations and a decrease in negative relations over time. (Author/EB)

ED 173 482 UD 019 549

Graham, Patricia Albjerg

From Democracy in Education to Equity in Education: Purpose, Policy, and Practice.

Pub Date-26 Apr 79
Note-45p.; Paper presented at Smith College (Northampton, Massachusetts, April 26, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, *Educational History, *Educational Improvement, Educational Opportunities, *Educational Policy, Educational Practice, *Elementary Secondary Education, *Equal Education, Political Influences, Public Opinion, School Role, Social Influences

Educational purpose, policy, and practice in America have changed in important ways since World War II. For example, there have been three time periods with different educational purposes during the last forty years. For each of these periods, there were implicit assumptions made about why we educate, how we educate and where we educate. The first period devoted to democracy in education,'' was replaced by equality of educational opportunity,'' and was followed by the goal of equity in education.'' Each of these assumptions has been influenced by changes in social goals, leaders, politics, scholarly research, and human and financial resources. Also, each has had its own policies and practices. If the current educational goal of equity in education,'' is to be achieved, society must express its commitment to this educational purpose. The place where such a purpose can be fulfilled is the school. (Author/EB)

ED 173 483 UD 019 550

Special Report on Mandated Studies.
National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.
Pub Date- 79
Note-34p.; Not available in hard copy due to print quality of the original document; Several pages (legislation) may be marginally legible
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education Programs, Data Collection, Educationally Disadvantaged, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, *National Surveys, *Program Effectiveness, *Program Evaluation, Program Improvement
Identifiers-*Elementary Secondary Education Act Title I

This report reviews the effectiveness of national evaluation activities undertaken by the United States Office of Education, Office of Evaluation and Dissemination (OED) with regard to Title I compensatory education programs. Three major evaluations undertaken by the OED and technical assistance activities developed by the OED are described and discussed. It is generally concluded that national evaluations do not generate meaningful data or recommendations for the improvement of program effectiveness at the local level and that technical assistance activities are expensive alternatives to State agency evaluation activities. Alternatives to national evaluation studies and technical assistance activities are suggested. Emphasis is placed on the need of State and local programs to identify and focus on effective compensatory education practices to more fully meet the needs of educationally deprived children. Attachments to the report include legislative requirements of Title I program evaluations, an outline of OED evaluation activities and a listing of OED technical assistance centers and project directors. (Author/EB)

ED 173 484 UD 019 552

Galster, George C.

Preferences for Neighborhood Racial Composition. Research Report.

Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date-26 Sep 78
Grant-HUD-H-2877RG
Note-90p.; For a related document, see UD 019 553
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bias, *Blacks, *Housing Discrimination, Housing Patterns, *Neighborhood Integration, Racial Discrimination, Racial Distribution, *Racial Segregation, Research Methodology, *Residential Patterns

Racial residential segregation has been a persistent feature of the American housing market. At least three distinct theories have been presented to explain this racial segregation. The class'' theory claims that, due to disproportionate overrepresentation of blacks in lower income classes, they will be overrepresented in lower quality housing markets. The discrimination'' theory posits that blacks are excluded from white neighborhoods by such practices as whites refusing to sell to blacks, mortgage discrimination, etc. The voluntary'' theory claims that both blacks and whites prefer to live amid neighbors of the same race and thus self-segregate'' themselves into racially homogeneous neighborhoods. In order to test the third theory, research was conducted in two mid-Western cities on segregation preferences. The findings support the hypothesis that blacks prefer racially balanced integrated areas, while whites prefer all white areas. (Author/RLV)

ED 173 485 UD 019 553

Galster, George C.

The Costs of Segregation and Discrimination. Policy Research Agenda on Fair Housing for HUD.

Pub Date-Mar 78
Note-59p.; For a related document, see UD 019 552
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Black Housing, Blacks, Economically Disadvantaged, *Ghettos, *Housing Discrimination, Housing Patterns, *Inner City, Neighborhood Integration, Racial Discrimination, *Racial Segregation

Racial discrimination and racial segregation resulting from discrimination have an effect upon life in central cities. In central cities the costs of retail business and of housing are often higher than elsewhere. Minority group populations, concentrated in ghettos of central cities, are subect to limited job opportunities. The results of racial discrimination toward minority groups in central cities include a weak tax base, poverty, and socio-psychological problems for the population. Since housing discrimination is at the root of most of the other factors which degrade life in central cities, it must be attacked first. (RLV)

ED 173 486 UD 019 554

Pascarella, Ernest T. And Others

Summative Analysis of Longitudinal Student Achievement Data in a Desegregated School District.

Spons Agency-Illinois State Office of Education, Springfield.; Illinois Univ., Chicago. Coll. of Education.
Pub Date-Apr 79
Note-22p.; Paper presented at the American Educational Research Association Conference (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Gains, *Black Students, *Caucasian Students, *Family Influence, Integration Effects, Mathematics, Racial Factors, Reading Achievement, *School Integration, School Responsibility, Secondary Education, Socioeconomic Influences, Student Characteristics, Teacher Influence, Voluntary Integration

This study investigates the family and school influences on reading and mathematics achievement for students in a voluntarily desegregated school district. General findings suggest that the best main-effects predictors of both reading and mathematics achievement are prior levels of achievement in each area. However, further analysis of the data indicate that the influence of such variables as prior achievement, student race teacher race and student achievement vary with other student characteristics. This analysis also suggests that high ability, low socioeconomic students and high ability black students derive the greatest relative benefit and that exposure to white teachers is most beneficial for low socioeconomic level students. Based on these findings, it would appear that the voluntary desegregation of this particular school had no adverse influence on the achievement of either black or non-black students. In fact, a descriptive analysis suggests that achievement gains for both black and non-black students compare favorably with a national norm group. (Author/EB)

ED 173 487 UD 019 555

Johnson, Robert [illegible].

The Fate of the Public Hospital: Consequences for Black Families.

Pub Date-3 Nov 77

Note-15p.; Not available in hard copy due to the print quality of the original document; Paper presented to the National Urban League Conference on Black Families (November 3, 1977)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Black Community, *Blacks, *Community Action, *Community Health, Community Resources, Employment Opportunities, *Health Facilities, Health Needs, *Hospitals, Urban Areas

The following issues are addressed in this paper: (1) blacks are significantly dependent on public general hospitals for their medical care; (2) public hospitals represent an important community resource to the black community; (3) there are a number of forces at work on public general hospitals to either close or to significantly reduce the number and types of services provided by them; and (4) effective strategies must be developed if public general hospitals are to survive. Data are provided to show that blacks have higher proportions of health problems and less access to utilization of physician services than whites. Data are also presented to show that besides representing an important medical resource, public hospitals represent a major source of employment for blacks. In addition, it is argued that the thrust to control hospital costs puts public general hospitals in a vulnerable position and that the black community must take a more active part on all political levels to insure the viability of these institutions. (Author/EB)

ED 173 488 UD 019 557

The New CETA; A Sensible Approach to Making the Jobs Program Work.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date- 79
Note-25p.; For related documents, see UD 019 551 and UD 019 558-560 ; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Employment Programs, Job Training, On the Job Training, Program Administration, *Program Coordination, *Program Development, *Program Improvement, Staff Improvement, *Work Experience Programs, Youth Employment
Identifiers-*Comprehensive Employment and Training Act

This booklet describes specific proposed and/or implemented strategies for dealing with some of the problems encountered in the CETA program. These strategies are directed toward four goals: (1) helping those who need help most; (2) creating a jobs program that goes where the jobs are: the private sector; (3) better management, delivering more job training, and jobs for every dollar invested in CETA by taxpayers; and (4) cracking down on fraud and abuse. They include special youth programs, tougher eligibility requirements, an increase in on-the-job-training, changing top level management, the setting up of special monitoring units, and a strengthening of law enforcement efforts. (EB)

ED 173 489 UD 019 558

Business Involvement in CETA The STIP Experience.

McClure-Lundberg Associates, Washington, D.C.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-78

Note-26p.; For related documents, see UD 019 551 and UD 019 557-560 ; Parts may not reproduce clearly due to colored ink

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Programs, Employers, *Employment Programs, *Federal Programs, Job Skills, *Job Training, *Manpower Development, Program Administration, Program Coordination, Vocational Education, *Work Experience Programs

Identifiers-California (Los Angeles), Minnesota, New Jersey, Pennsylvania, Washington (Seattle)

This booklet describes various aspects of the Skill Training Improvement Program (STIP) in Washington, Minnesota, New Jersey, Pennsylvania, and California. Information concerning the funding, administration, coordination, specific activities developed, and effectiveness of the STIP program in each of the five States is provided. Also taken into consideration are urban and rural projects implemented, the degree of employer involvement, school and community involvement, the benefits the program provided to participating candidates, and the degree to which problems such as unemployment in each State were met. (EB)

ED 173 490 UD 019 560

The Partnership of CETA and the Arts; Six Reprints from Worklife Magazine.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-26p.; Photographs and parts of text will not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Artists, *Disadvantaged Groups, Elementary Education, *Employment Opportunities, *Employment Programs, *Federal Programs, Photography, Poetry
Identifiers-*Comprehensive Employment and Training Act

The articles in this document describe various aspects of the Comprehensive Employment and Training Act (CETA) Program. Two articles compare the CETA program to the WPA Federal Arts Program of the 1930s and describe various job opportunities CETA has provided for out-of-work artists. A photographic essay project of older adults, undertaken by CETA workers, is described in terms of the subjects it involved and the book that was developed from it. Another photographic essay project funded by CETA which concentrated on urban workers is briefly described. A fifth article illustrates a CETA worker's success with an elementary school poetry program. Guidelines for obtaining money from CETA for employment and training activities that meet the needs of certain disadvantaged groups are provided in the final article. (EB)

ED 173 491 UD 019 561

Employment and Training Program Highlights; Facts for the Consumer.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-36p.; For a related document, see UD 019 562
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indians, *Educational Programs, *Employment Programs, Handicapped, Job Placement, Migrant Workers, Older Adults, *Program Administration, *Program Coordination, Seasonal Laborers, Unemployment Insurance, Veterans, *Work Experience Programs, Youth Employment

The consumer fact sheets compiled in this publication present concise descriptions of the major Employment and Training Administration (ETA) programs. Each presentation includes information on: (1) how the program works; (2) who is served; (3) what act authorized the program; (4) how participants may apply; and (5) where to get more information. Programs dealing with the following are included: career information, comprehensive employment and training, computerized placement, employment services, employment tax credits, the handicapped, Indians, the Job Corps, migrant and seasonal farm workers, older workers, public service employment, Redwood Park employment, research and development, rural employment and training services, summer jobs, unemployment insurance, veterans' employment, work incentive, work adjustment, and youth employment and training. (EB)

ED 173 492 UD 019 569

The Job Corps Cornerstone of Youth Employment and Training Efforts.
Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-78
Note-11p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Opportunities, *Disadvantaged Youth, *Educational Programs, Employment Opportunities, *Employment Programs,

Instructional Programs, *Program Effectiveness, Program Evaluation, *Program Improvement, Vocational Education

The Job Corps offers a complete range of human resource development to disadvantaged youth. Its success in improving the employment opportunities and earnings of participants has been significant. With the improvements envisioned under the current expansion proposals, the program will become even more effective in providing jobs and career opportunities for youth. (Author/EB)

ED 173 493 UD 019 572

Alcohol Abuse Training Relevant to Minority Populations. Handbook: Spanish Speaking.

Southern Area Alcohol and Education Training Program, Inc., Atlanta, Ga.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-77
Grant-3-t21-AA00161-01
Note-29p.; For related documents, see UD 019 573-575; Not available in hard copy due to author's restriction
Available from-Southern Area Alcohol Education and Training Program, Inc., 4875 Powers Ferry Road, N.W., Atlanta, Georgia 30327 ($10.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, *Counselor Training, *Cross Cultural Training, *Educational Programs, Program Coordination, Program Development, Sensitivity Training, Social Influences, Sociocultural Patterns, *Spanish Speaking

The intent of this manual is to provide trainers with essential background information about alcohol abuse among Spanish-speaking Americans and with a practical, workable model for organizing and structuring a training program. The nature and extent of alcohol abuse among Spanish-speaking Americans and the particular patterns of drinking behavior observable among this sub-cultural group are discussed. A model program for training persons who will be working with Spanish-speaking alcoholics and alcohol abusers is outlined. A modular outline of a general alcohol education program for use in training alcohol abuse trainers is also presented. Included is an alcohol awareness test which can be used for pre-training assessment of the trainers' needs and post-training evaluation of the effectiveness of the program. An annotated bibliography of pertinent printed materials and a list of available films and audio-visual aids are provided. (Author/EB)

Alcohol Abuse Training Relevant to Minority Populations. Handbook: Native Americans.

Southern Area Alcohol and Education Training Program, Inc., Atlanta, Ga.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-77
Grant-3-t21-AA00161-01
Note-27p.; For related documents, see UD 019 573-575; Not available in hard copy due to author's restriction
Available from-Southern Area Alcohol Education and Training Program, Inc., 4875 Powers Ferry Road, N.W., Atlanta, Georgia 30327 ($10.00)
Pub Type- Dissertations/Theses (040) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, *American Indians, *Counselor Training, *Cross Cultural Training, *Educational Programs, Program Coordination, Program Development, Sensitivity Training, Social Influences, Sociocultural Patterns, Training Objectives

The intent of this manual is to provide counselors with essential background information about alcohol abuse among American Indians and with a practical, workable model for organizing and structuring a training program. The nature and extent of alcohol abuse among American Indians and the particular pattern of drinking behavior observable among them are discussed. A model program for training persons who will be working with American Indian alcoholics and alcohol abusers is outlined. In addition, a modular outline of a general alcohol education program for use in training alcohol abuse counselors is presented. Included is an alcohol awareness test which can be used for pretraining assessment of the trainers' needs and post training evaluation of the effectiveness of the program. A bibliography of pertinent printed materials and a list of available film and audio-visual aids are provided. (Author/EB)

ED 173 495 UD 019 575

Alcohol Abuse Training Relevant to Minority Populations. Trainer Manual, Trainee Handbook.

Southern Area Alcohol and Education Training Program, Inc., Atlanta, Ga.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-77
Grant-3-t21-AA00i61-01
Note-102p.; For related documents, see UD 019 572-574; Not available in hard copy due to author's restriction ; Parts may be marginally legible due to small print
Available from-Southern Area Alcohol Education and Training Program, Inc., 4875 Powers Ferry Road, N.W., Atlanta, Georgia 30327 ($20.00)
Pub Type- Dissertations/Theses (040) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alcohol Education, *Alcoholism, *Counselor Training, *Cross Cultural Training, Health Programs, *Minority Groups, Prevention, *Program Development, *Rehabilitation Programs, Sociocultural Patterns, Sociopsychological Services

This training manual presents current information about alcohol abuse and alcoholism among minority populations. It is designed to aid counselors employed in alcohol abuse programs. Areas discussed in this report include: interpersonal communication, knowledge of alcohol abuse and alcoholism, evaluation and assessment, planning, referral, counseling and treatment. Specific topics addressed include physiological, psychological, and sociological/anthropological approaches to alcoholism, resources, public relations, vocational rehabilitation, legal aspects, instructional planning research, and funding resources. Strategies for training counselors and implementing treatment and/or prevention programs which are relevant to the needs of minority group alcoholics and alcohol abusers are also outlined. (Author/EB)

ED 173 496 UD 019 576

Haynes, Leonard L. III

The Adams Mandate: A Blueprint for Realizing Equal Educational Opportunity and Attainment.

Pub Date-79
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Colleges, *Blacks, *Court Cases, *Equal Education, *Federal Regulation, *Higher Education, Public Education, *School Integration, State Action, State Colleges, State Universities

The ``Adams'' case, which has resulted in a court-ordered mandate, marks the first attempt to utilize the principles established in the Brown decision for public higher education. The mandate, which calls for southern and border States to eliminate the vestiges of racial dualism by desegregating their systems of public higher education, dispells the notion that this nation's public colleges and universities were desegregated long ago or that black and white colleges have been received as full partners in the delivery of educational services within State systems of higher education. In addition, criteria prepared by the Department of Health, Education, and Welfare for implementing the mandate represent the most comprehensive attempt to date by the Federal Government to provide specific guidelines for desegregating institutions of higher education. Although weaknesses exist in the criteria and specific considerations must be dealt with by the States involved if the intended outcomes are to become realities, the ``Adams'' mandate, if implemented and supported, will go a long way toward promoting the elimination of inequities which have worked against the achievement of social justice for blacks and other minorities. (Author/EB)

ED 173 497 UD 019 584

Sato, Kazuo

The Asian American Employment Market: The Japanese Experience.

Pub Date- 79

Note-22p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation, Asian Americans, *Employment Opportunities, *Equal Opportunities (Jobs), Historical Reviews, *Immigrants, *Japanese Americans, Migration, *Racial Discrimination, *Social Mobility, Social Status

The Japanese Americans are numerically the largest of all the Asian American ethnic groups. In contrast to the other Asian American groups in the United States, the Japanese Americans are predominantly native born. Although first and second generation Japanese Americans had been subject to intense employment discrimination before World War II and over 100,000 were interned in relocation centers during the War, they have since come to be viewed as the model minority. The important factors contributing to their success are their heavy emphasis on education as the key to success, their upward occupational mobility into professional and technical jobs, and their eastward migration after the War in pursuit of less discriminatory geographic areas and jobs. The present day geographic distribution of Japanese Americans is conditioned by socioeconomic factors. By a process of adaptation and accomodation, the first generation Japanese American paved the way for subsequent generations. The success of the second and third generations now raises the possibility of their total absorption into the 'melting pot' and their loss of identity as Japanese Americans. (RLV)

ED 173 498 UD 019 589

1979 Special Report on the NIE Compensatory Education Study.
National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.
Pub Date-79
Note-55p.; For related documents see ED 160 692, ED 161 996 and UD 019 666
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Alternative Schools, *Compensatory Education Programs, *Educational Accountability, Educational Needs, Elementary Secondary Education, Financial Support, Parent Associations, Parent Participation, Private Schools, *Program Effectiveness, *Program Evaluation, Public Schools, Summer Programs
Identifiers-*Elementary Secondary Education Act Title I

This document examines the National Institute of Education's (NIE) Final Report on its study of compensatory education. Objectives of the NIE study and strategies used by NIE to accomplish these objectives are summarized. The five main chapters of the Final Report dealing respectively with demonstration studies, teacher training, the Instructional Dimensions follow-up, Title I parent advisory councils, and the local administration of Title I are reviewed. The Report is criticized for not acknowledging the National Advisory Council (NAC) role in the study and for its omission of information about nonpublic school participation in Title I programs. Criticism is also expressed over the lack of information in the NIE report concerning specific approaches for improving the effectiveness of compensatory education programs. This criticism is used as the basis for presenting the NAC's recommendations regarding Title I programs in the following areas: (1) future NIE studies; (2) educational research; (3) information utilization and dissemination; (4) program evaluations; (5) summer school programs; (6) secondary schools; (7) alternative schools; (8) nonpublic schools; (9) parent participation; and (10) program administration and funding. These recommendations include specific suggestions for making each of these areas more responsive to the needs of educationally disadvantaged children. (EB)

Loukas, Helen Franzwa
Window Dressing Revisited.
Pub Date-30 Apr 79
Note-28p.; For related documents, see UD 017 890 and UD 019 135; Remarks delivered at the Annual Telecommunication Policy Research Conference (7th, Sky Top Lodge, Pennsylvania, April 30, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Broadcast Industry, *Employment Level, *Employment Opportunities, Managerial Occupations, *Minority Groups, Occupational Mobility, Sex Discrimination, *Television, *Working Women
Identifiers-*Federal Communications Commission

Job title information from seven television stations is used in this paper to demonstrate that minorities and women continue to be underemployed in broadcasting industry positions that have power or policymaking authority. It is pointed out that although minorities and women constitute 42 percent of all reporters and anchors on the local news shows of these stations, they have made virtually no gains in administrative or managerial jobs since 1975. It is also pointed out that the specific job titles held by minorities and women show not only that they hold relatively few managerial positions at local stations, but also that they rarely hold executive or policymaking jobs. It is concluded that the Federal Communication Commission's (FCC's) equal employment opportunity effort must be enhanced. (Author/EB)

ED 173 500 UD 019 597

Boston Public High Schools A Guide for Parents and Students.
City-Wide Educational Coalition, Boston, Mass.
Pub Date- 79
Note-104p.
Available from-City-Wide Educational Coalition, 52 Chauncy Street, Boston, Mass. 02111 ($1.00)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Advanced Placement Programs, Bilingual Education, *Educational Programs, Institutional Characteristics, *Instructional Programs, Parent Participation, Public Schools, Secondary Education, *Senior High Schools, Student Attitudes, Teacher Attitudes, Vocational Education, *Vocational High Schools
Identifiers-*Massachusetts (Boston)

This guide provides information about high school level programs in the Boston Public Schools. Included are descriptions of general and special high school programs and cooperative vocational education and postgraduate programs. Descriptions of the high school and special programs include a general statement of the philosophy and/or general nature of the school and information about magnet and bilingual programs, the range of elective courses, career exploration activities, the school buildings' facilities, student activities, and parent involvement. Teacher and student comments concerning the school and/or program are also included. Descriptions of the cooperative vocational education and postgraduate programs include general information and objectives and a listing of courses offered. All descriptions include administrator statements and editorial comments concerning the quality of the school and the effectiveness of the program. (EB)

ED 173 501 UD 019 598

Grannis, Joseph C.

Classroom Culture and the Problem of Control. ERIC/CUE Urban Diversity Series, Number 63.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-77-0071

Note-45p.

Pub Type- Information Analyses (070) - Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alternative Schools, Attendance, *Classroom Environment, Disadvantaged Youth, *Discipline, *Educational Alternatives, Educational Change, Elementary Secondary Education, Literacy, Minority Group Children, Open Education, *Student Behavior, Student Teacher Ratio, Student Teacher Relationship, *Teacher Behavior, Traditional Schools

Although classrooms vary in design and populations, there are certain features that are common to virtually all classrooms. These include the crowding of pupils, the compulsion of school attendance, and the expectation that teachers will foster literacy. The manner in which these features are dealt with in a classroom constitutes the core problem of control in schooling. The most common solution to the problem of control is the standard classroom. Alternative classroom settings that appear to be associated with differences among children can best be understood as variations on the standard classroom. In some of these alternatives, higher support conditions and the positive cast of classroom activities seem to reduce the disorder and alienation found in classrooms, particularly with regard to disadvantaged and ethnic minority children. However, as a number of studies suggest, differences stemming from the students' and teachers' styles within a classroom are more prominent than differences between standard and alternative educational settings. These findings indicate that the most significant changes in classrooms would only be possible if the basic conditions of schooling were so altered that the standard classroom simply would not work. (Author/EB)

ED 173 502 UD 019 599

Days, Drew S., III
Remarks by Drew S. Days III Before the Urban Mass Transportation Administration (Washington, D.C., June 30, 1979).
Department of Justice, Washington, D.C. Civil Rights Div.
Pub Date-20 Jun 79
Note-14p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-City Problems, *Civil Rights, Economic Opportunities, *Federal Legislation, *Federal Programs, *Minority Groups, Program Effectiveness, *Racial Discrimination, Social Discrimination, Social Opportunities, *Transportation, Urban Areas
Identifiers-*Civil Rights Act 1964 Title VI

Title VI was designed to put an end to Federal support of discrimination and to assure blacks the right of access to Federally assisted programs. However, the Federal government has not established sufficiently rigorous compliance and enforcement mechanisms to ensure that its programs do not contribute to racial discrimination. In order to enforce Title VI effectively, agencies must have not only acceptable monitoring and enforcement procedures but a commitment to remedying the effects of past racial discrimination and making sure no one is improperly excluded on the basis of race, color, or national origin. Within the context of urban mass transportation, the principles of Title VI are particularly applicable. Minorities in the cities have suffered the consequences of isolation, increased travel costs, and displacement brought on by the expenditure of billions of Federal dollars on highway construction. As a Federal agency, the Urban Mass Transportation Administration (UMTA) has an important role to play in dealing with the problems of minority groups in America's cities in meeting and going beyond the requirements of Title Vi. (Author/EB)

ED 173 503 UD 019 600

Hare, Bruce R.

Black Girls: A Comparative Analysis of Self-Perception and Achievement by Race, Sex and Socioeconomic Background. Report No. 271.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Grant-NIE-G-78-0210

Note-33p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Black Students, Caucasian Students, Comparative Analysis, Elementary Secondary Education, *Females, Males, *Psychological Patterns, *Racial Differences, Self Esteem, *Sex Differences

This report focuses on the self-perception and academic achievement of fifth grade black girls as compared to black boys and white girls. Comparisons are made along different dimensions of self-esteem (general, school, peer, and home), and on self-concept of ability, achievement orientation, general anxiety, locus of control, importance of social abilities, and performance on standardized reading and math achievement tests. Findings indicate that black girls occupy a psychological and academic middle ground compared to the other groups. For example, white girls had higher reading and math test scores than black girls, but black girls had higher test scores than black boys. Black girls also had higher achievement orientation scores and a trend toward higher school self-esteem than black boys. Black boys scored higher on the non-academic dimensions of importance of social abilities and peer self-esteem. In addition, black girls were shown to share some sex-related characteristics with white girls, such as higher anxiety and greater independence than their male counterparts. It is concluded that the presence of sex differences among black children is in need of further study. (Author/EB)

ED 173 504 UD 019 601

Gelb, Joel

Beyond the Academic, Non-Academic Dichotomy: High School Curriculum Effects and Educational Attainment. Report No. 273.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-NIE-G-78-0210
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *College Preparation, *Educational Practice, *High School Curriculum, High School Students, Racial Differences, Secondary Education, Sex Differences, *Student Grouping, *Vocational Education

Research in status attainment has shown that whether or not a student is enrolled in a high school college preparation curriculum has important consequences for his educational attainment. Vocational education literature suggests that differences between non-college tracks can also result in differential educational attainments for high school students. In addition, a comparison of two educational attainment models (one which includes detailed measures of curriculum and one which employes the traditional college/non-college distinction) indicates: (1) there are substantial differences between non-college tracks, but (2) these differences do not add appreciably to the explanatory power of conventional attainment models. It can be concluded that a detailed knowledge of curriculum placement has some value in explaining race and sex differences in attainment, but that only research specifically concerned with high school effects on attainment need employ the more detailed measure of curriculum enrollment. (Author/EB)

ED 173 505 UD 019 602

Loukas, Helen Franzwa
Blacks in Television: Let's Open the Window.
Pub Date-3 Nov 77
Note-9p.; Speech presented to the Urban League Conference on Black Families: A Source of National Strength (Chicago, Illinois, November 3, 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Attitudes, *Blacks, *Black Stereotypes, Majority Attitudes, Minority Groups, *Public Television, *Sex Stereotypes, *Television Research

This paper reviews a number of studies of the portrayal of blacks and other minorities on television. Statistics and conclusions drawn from these studies are used to illustrate the argument that: (1) minorities are either excluded, presented as tokens on otherwise all white shows, or concentrated in large numbers on a relatively few shows; and (2) the portrayals of minorities on network television are stereotyped. Samples of these portrayals are provided and the impact of these portrayals on both blacks and whites, particularly children, is discussed. (Author/EB)

ED 173 506 UD 019 604

Vivolo, Robert L., Comp.

ERIC References on Urban and Minority Education. Equal Opportunity Review.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date-May 79

Note-13p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Asian Americans, *Bibliographic Citations, *Bibliographies, Compensatory Education, Disadvantaged Groups, Ethnic Groups, Females, *Minority Groups, Multicultural Education, Racial Discrimination, School Integration, *Urban Education

Literature on urban and minority education which is accessible through the Educational Resources Information Center (ERIC) system is listed in this bibliography. Included are references on topics such as bilingual education, compensatory education, school integration, the education of specific ethnic and racial groups, and problems of inner city schools, which were cited in the January through December 1978 issues of Resources in Education'' (RIE) (the abstract journal of the ERIC system). ERIC document (ED) identification numbers are provided for each citation. A subject index and a statement on the availability of the cited materials from the ERIC Document Reproduction Service (EDRS) are also included. (Author/EB)

ED 173 507 UD 019 607

Experimental Program for Opportunities in Advanced Study and Research in Education; Project Abstracts.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Note-52p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Development, Educational Objectives, *Educational Research, *Federal Programs, *Females, *Minority Groups, Postsecondary Education, *Program Development, Project Training Methods, Research and Development Centers, Training Objectives

Government sponsored projects designed to increase the participation of minority persons and women in educational research and development are outlined in this paper. Each outline includes: (1) the title of the project; (2) the name and address of the project director; (3) the project's duration; (4) the project's funding level; and (5) a brief summary of the project's basic features, educational and training objectives, training approaches, and proposed goals. Projects performed by seven different educational research and development laboratories and centers are described. Seven unsolicited projects are described. Twenty-three projects supported by the grants programs including institutional grants, special project awards and a combination of the two are described. (EB)

Performance Review of USOE's ESEA Title I Evaluation Technical Assistance Program.

Hope Associates, Inc., Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Apr 79
Contract-300-68-0355
Note-92p.; For a related document, see UD 019 609
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ancillary Services, *Compensatory Education Programs, *Delivery Systems, *Evaluation Methods, *Federal Programs, Performance Specifications, Program Attitudes, Program Costs, *Program Evaluation, *Technical Assistance
Identifiers-*Elementary Secondary Education Act Title I, Technical Assistance Centers

The major focus of this review is on the performance of the United States Office of Education's (USOE) 10 Technical Assistance Centers (TACs). Information concerning the Technical Assistance Program, the Title I Evaluation and Reporting System (TIERS) and the methodology used for the review is also provided. Topics addressed include the selection of TAC contractors, operational policies, TAC activities, types and forms of assistance provided, support activities, staff organization, management and development, national system activities and coordination, monitoring, and costs. Various perceptions of the program held by persons affected by it or who affected it in some way are presented, including different views concerning the purpose, structure, operation and impact of this and other technical assistance systems. Alternative systems for delivering technical assistance are considered, and recommendations are made regarding the continuation, staffing, funding, and management of the system. Appendices provide information on the interviews and interviewees used in the review, a listing of related documents, an estimated breakdown of TAC effort and cost, technical issues surrounding the TAC models, characteristics of cooperating State agencies, and a background discussion about alternative systems for the delivery of technical assistance. (EB)

ED 173 509 UD 019 609

Executive Summary; Performance Review of USOE's ESEA Title I Evaluation Technical Assistance Program.

Hope Associates, Inc., Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Apr 79
Contract-HEW-300-78-0355
Note-9p.; For a related document, see UD 019 608
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education Programs, Cost Effectiveness, *Delivery Systems, *Federal Programs, Program Costs, *Program Evaluation, Staff Improvement, *Technical Assistance
Identifiers-Elementary Secondary Education Act Title I, *Technical Assistance Centers

This report summarizes the opinions, conclusions, and recommendations expressed by a review panel with regard to the performance of the United States Office of Education's 10 Technical Assistance Centers (TACs). Background information concerning the functions and major components of the TAC system and the methodology of the review is provided. Findings dealing with various aspects of the TAC system are briefly outlined. Aspects of the system considered include its activities, coordination, staff, interagency relationships, use by State education agencies, Federal monitoring, cost effectiveness, and continuation. Recommendations regarding the continuation, staffing, funding, and management of TACs are listed. (EB)

ED 173 510 UD 019 612

Panter, Keiko And Others

Asian Americans: Chinese-Americans, Japanese-Americans, Korean-Americans. Staff Development Module.

Atlanta Public Schools, Ga.
Pub Date- 76
Note-32p.; The appendix is marginally legible due to print quality of the original document; Japanese Fairy Tales (copyrighted material) have been removed; For a related document see UD 019 615 ; Module developed through the Ethnic Heritage Studies Project
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Chinese Americans, *Cross Cultural Studies, Cultural Background, Cultural Factors, *Ethnic Groups, Japanese Americans, Korean Americans, *Learning Modules, Resource Materials, *Staff Improvement, *Teacher Education

This staff development module is designed to: (1) introduce significant facts basic to understanding the cultural and historical heritage of three Asian-American cultures; (2) develop an accurate knowledge and awareness of the experiences of Asian-Americans; and (3) relate the geography and past history of China, Korea, and Japan to the United States and North America and to the present culture of these Asian peoples. Activities and materials that might be used in helping staff become more familiar with Asian-American culture through each of these objectives are outlined. Appendices include a topographical map of Japan, a political map of Asia, origami instructions, and resource lists of pertinent books and films. (Author/EB)

ED 173 511 UD 019 613

Lereah, Lucy And Others

Greeks in America; Staff Development Module.

Atlanta Public Schools, Ga.
Pub Date- 76
Note-27p.; For a related document, see UD 019 514; Page 14 (map) of original document may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cross Cultural Studies, Cultural Background, Cultural Factors, *Ethnic Groups, *Learning Activities, *Learning Modules, Resource Materials, *Staff Improvement, *Teacher Education
Identifiers-*Greek Americans

This module lists eight staff development objectives pertaining to various aspects of Greek-American culture. Topics dealt with include Greek emigration and immigration, Greek vocabulary, contributions made by prominent Greek-Americans, Greek family life and the changing role of family members, Greek values, and the growth of Atlanta's Greek community. Activities and materials that might be used in helping staff become more familiar with Greek-American culture through each of the objectives are outlined. The appendix provides sample handouts. Included are a map of Greece, a Greek etymology exercise, a form to be used for listing well-known Greeks, Greek skits, and a Greek nonverbal communication exercise. A narrative for a slide presentation on Greeks in America is also included. (EB)

ED 173 512 UD 019 614

Mazacoufa, Demetrius
Greeks in America.
Atlanta Public Schools, Ga.
Pub Date- 76
Note-76p.; For a related document, see UD 019 613; Parts of some pages (drawings, charts) may be marginally legible due to print quality in the original document ; Module developed through the Ethnic Heritage Studies Project
Pub Type- Guides - Non-Classroom (055) - Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cross Cultural Studies, *Cultural Background, *Cultural Differences, Educational Experience, *Ethnic Groups, Family (Sociological Unit), *Immigrants, Political Affiliation, Population Distribution, Religious Differences, Social Discrimination, Social Opportunities, Social Organizations
Identifiers-*Georgia (Atlanta), *Greek Americans

Information is presented on various topics related to Greek-Americans, including the different phases of emigration and immigration, language difficulties and other problems encountered in America, and Greek-American organizations and institutions. Particular attention is given to describing the cultural, social, and political characteristics of the Greek community in Atlanta. An appendix provides additional information: (1) Greece is compared in size to the United States; (2) the Greek flag and U.S. flag are compared; (3) statistical data which compare the weather in Greece to that of Georgia are provided; (4) the extent of Greek immigration to the U.S. between 1923 and 1960 and the distribution of the Greek population throughout the U.S. are shown; (5) nonverbal forms of Greek communication are illustrated; (6) recipes for Greek dishes are presented; and (7) notable Greek Americans are listed. A selected bibliography is attached. (EB)

ED 173 513 UD 019 615

Panter, Keiko And Others

Asian Americans: Chinese-Americans, Japanese-Americans, Korean-Americans. Resource Material.

Atlanta Public Schools, Ga.
Pub Date- 76
Note-83p.; For a related document, see UD 019 612; Parts of some pages (drawings, maps, charts) may be marginally legible due to print quality of the original document ; Module developed through the Ethnic Heritage Studies Project
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American History, *Asian Americans, *Chinese Americans, Cross Cultural Studies, *Cultural Background, Cultural Differences, *Cultural Traits, *Japanese Americans, *Korean Americans, Nonverbal Communication, Social Characteristics, Verbal Communication

This report presents information on the experiences of three different Asian-American groups (Chinese, Japanese and Koreans) in the United States. Historical and geographic overviews of each group's country and a brief chronological history of each group's immigration and subsequent role in and influence on U.S. history are provided. Product and resource maps of each group's country of origin are included. Additional information provided deals with the cultural heritage of the three groups. Specific topics considered include social norms, verbal and nonverbal communication, music, literature, art and performing arts, and calligraphy. Differences between the groups in each of these areas are illustrated. (EB)

ED 173 514 UD 019 616

State Compensatory Education Programs. A Supplemental Report from the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-33p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, Ancillary Services, *Compensatory Education Programs, *Elementary Secondary Education, Financial Support, Program Administration, Program Costs, State Federal Aid, *State Programs, State Standards
Identifiers-Elementary Secondary Education Act Title I

This report provides brief descriptive information about State compensatory education (SCE) programs in 17 States: (1) California; (2)

Connecticut; (3) Florida; (4) Georgia; (5) Hawaii; (6) Maryland; (7) Michigan; (8) Nebraska; (9) New Jersey; (10) New York; (11) Ohio; (12) Oregon; (13) Rhode Island; (14) Texas; (15) Utah; (16) Washington; and (17) Wisconsin. The SCE programs described are presented alphabetically by State. Each presentation includes information concerning the following: (1) name or description of program; (2) distribution of funds; (3) selection of students; (4) types of services funded; and (5) the State's administration of the program. Additional information provided in some of the descriptions deals with supporting programs, district requirements, recent funding levels, and number of children served. (EB)

ED 173 515 UD 019 617

Consequences of Changing U.S. Population: Population Movement and Planning; Hearings before the Select Committee on Population, House of Representatives, Ninety-Fifth Congress, Second Session. Volume III.

Congress of the U.S., Washington, D.C. House Select Committee on Population.

Pub Date-Jun 78

Note-581p.; For a related document, see UD 019 618; Not available in hard copy due to print quality of the original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Declining Enrollment, Economic Climate, Family (Sociological Unit), *Federal Government, *Futures (of Society), Geographic Distribution, Migration, *National Demography, *Population Distribution, Population Growth, *Population Trends, Public Policy, Rural Areas, Social Change, Urban Areas

This report of congressional hearings on population movement and its implications for future planning focuses on the relative growth and decline in population within different geographic areas (both urban and rural) of the United States. Specific issues addressed include the effects these trends will have on school enrollments, family life, economic policies, the elderly, and migration. Strategies that might be employed by the Federal government in planning for population change and for developing alternative institutional approaches for dealing with these issues are discussed. An appendix includes prepared statements and additional related material submitted to the committee. (EB)

ED 173 516 UD 019 618

Consequences of Changing U.S. Population: Baby Boom and Bust; Hearings Before the Select Committee on Population, House of Representatives, Ninety-Fifth Congress, Second Session. Volume II.

Congress of the U.S., Washington, D.C. House Select Committee on Population.
Pub Date-78
Note-887p.; For a related document, see UD 019 617; Not available in hard copy due to print size of the original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Factors, Family (Sociological Unit), Federal Government, *Futures (of Society), *Geographic Distribution, *Government Role, Local Government, Migration, Population Distribution, Population Growth, *Population Trends, *Public Policy, *Social Change, State Government
Identifiers-New York

This report of the congressional hearings regarding the future United States population focuses on the need for various levels of government (Federal, State and local) to anticipate population change and to develop appropriate policy responses. Specific areas covered by the hearings include the impact population changes will have on the needs of youth and on employment policies. The fiscal implications of the U.S. population's changing age structure is also considered. An appendix includes prepared statements and additional related material submitted to the committee. Additional topics addressed include the future of the American family, population shifts and regional trends, population changes in New York State, fertility and migration, and the effects of population growth on economic conditions. (EB)

ED 173 517 UD 019 622

Green, Jean And Others
Disadvantage and the Education of Young Children.
Centre for Information and Advice on Educational Disadvantage, Manchester (England).
Pub Date-Jul 77
Note-29p.; Photographs may be marginally legible due to print quality in the original document; Report of the Conference on Disadvantage and the Education of Young Children (Saffron Walden College, July 4-9, 1977)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Compensatory Education, Early Childhood Education, *Educational Improvement, *Educationally Disadvantaged, *Educational Needs, *Educational Opportunities, Educational Television, Minority Group Children, Parent Participation, Teacher Attitudes
Identifiers-Belgium, United Kingdom

This paper is a compilation of summaries and comments made at this conference on disadvantaged young children. The discussions presented are centered around a number of educational issues. These include the importance and relevance of a child's environment on his academic success, attitudes concerning the proper way to educate children, the role of the family in a child's education and the importance of language in a child's development. Research projects dealing with compensatory programs in the United Kingdom and Belgium are described. The role of television as an educational aid is considered. Observations made by the conference members at on-site visits to various schools are recorded. Reports compiled by discussion groups at the conference dealing with parental involvement, intervention, and related topics are also recorded. Suggestions for improving the educational opportunities of ethnic minorities and other disadvantaged students are made and comments made by participants after the conference are presented. Lists of contact addresses, groups, and participating members are attached. (EB)

ED 173 518 UD 019 624

Okura, K. Patrick

Comparative Study of Asian Children and Learning Difficulties.

Pub Date-79

Note-12p.; Paper presented at the International Conference of Association for Children with Learning Disabilities (San Francisco, California, February 28-March 3, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Culture, *Asian Americans, *Child Development, Chinese Americans, Chinese Culture, Cognitive Development, Cross Cultural Studies, *Cultural Differences, *Dyslexia, Japanese Americans, *Learning Disabilities, Parent Role

Identifiers-China, Japan, United States

Learning disability has become one of the most serious afflictions of childhood in the United States. Approximately 6 to 15 percent of American children have difficulty in learning how to read. In contrast, educators and other professionals in China and Japan report that dyslexia is rather rare in their countries except in cases where there is a clear neurological disorder. Differences in language structures are cited as one possible explanation. Another explanation offered is that parents in China and Japan provide their children with different preschool experiences from those provided by American parents. Some researchers have challenged these views. However, a number of studies, conducted in China and Japan and in the United States seem to indicate that differences in cognitive ability between Japanese, Chinese and American children do exist. These apparent differences present a question for comparative investigation, but, if the research is to be legitimate, equal respect must be given to the cultural heritages and experiences of the ethnic groups involved. (Author/EB)

ED 173 519 UD 019 627

Hammer, Ronald P. Hartley, Joseph M.

Procedural Due Process and the Welfare Recipient: A Statistical Study of AFDC Fair Hearings in Wisconsin.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-78
Note-93p.; Not available in paper copy due to marginal legibility
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Rights, *Court Cases, *Due Process, *Equal Protection, *Hearings, *Supreme Court Litigation, Welfare, Welfare Agencies, *Welfare Recipients
Identifiers-Aid To Families With Dependent Children, *Wisconsin

In 1970 the United States Supreme Court held in Goldberg v. Kelly'' that recipients of Aid to Families with Dependent Children (AFDC) had a constitutional right to an evidentiary hearing before a local welfare agency could terminate benefits. In order to determine the effects that the Goldberg'' requirements have had on the outcomes of AFDC appeals, a sample of 2000 hearing requests filed with the Wisconsin Department of Health and Social Services between 1965 and 1976 was examined. The data gathered showed a decrease in client success and an increase in hearing non-shows following the change in procedures. It also indicated that the present haphazard manner of attorney representation has not been helpful. However, the data also indicate that AFDC clients can become more effective adversaries if they are provided with adequate support and information about their claims. It can be concluded that if the goals desired by the courts and commentators are ever to be realized fully, further additions and supplements to the current system must be implemented. These might include pre-hearing contacts, the provision of non-lawyer advocates and some form of selective screening. (Author/EB)

ED 173 520 UD 019 628

Haveman, Robert H.

The Dutch Social Employment Program. Reprint 319.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date-78

Note-40p.; Not available in paper copy due to small print

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Effectiveness, *Disadvantaged Groups, Employment Opportunities, *Employment Programs, Handicapped, Program Administration, Program Coordination, *Program Costs, *Program Effectiveness, Program Evaluation, Public Policy

Identifiers-*Netherlands

The performance of the Social Employment Program (a public undertaking to employ physically, socially, or culturally disadvantaged persons) in the Netherlands is discussed and evaluated in this paper. The management, organization, and financial structure of the program are described in detail, and the degree of efficiency attained by the program is analyzed in terms of social as well as economic costs and benefits. Lessons of the Dutch experience in providing income for disadvantaged persons are related to current discussions in the United States on that issue. Appendices provide calculations of training and increased productivity benefits, and costs of displaced private sector employment. A comment by Victor Halberstadt on the research presented in this paper is also included. (EB)

ED 173 521 UD 019 629

Garfinkel, Irwin And Others
Earnings Capacity and Its Utilization. Reprint 317.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Aug 78
Note-15p.; Small print is marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Caucasians, *Economic Opportunities, Economic Status, *Employment Opportunities, Family (Sociological Unit), Females, *Income, Males, Marital Status, Racial Factors, Sex Differences, *Talent Utilization

Data from the Current Population Survey of 1971 are used in this paper to investigate the ways in which various population groups utilize their earnings capacity. The hypotheses tested in this paper are: (1) that groups are poor primarily because they fail to utilize their earnings potential effectively; and (2) that the high incidence of poverty among blacks is attributable to their failure to take advantage of earnings opportunities. Comparisons are made between earnings capacity and rates of capacity utilization for individuals and family units along the dimensions of marital status, sex and race. Findings indicate that the relationship between utilization and potential earnings is greater for nonmarried individuals than for married units, greater for married males than for married females, and that differences in utilization and potential earnings between blacks and whites along all dimensions is relatively small. It is concluded that low utilization of earnings potential plays a minor role in explaining the poverty problem and that racial differences in earnings cannot be attributed to racial differences in capacity utilization. (Author/EB)

ED 173 522 UD 019 634

Minority Aged: White Ethnics, A Bibliography.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-7p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographic Citations, *Ethnic Groups, *Older Adults, *Senior Citizens
Identifiers-*White Ethnics

This annotated bibliography on white ethnics lists guides, bibliographies, papers, reports, books, articles and other literature dealing with topics related to older adults and aging. (EB)

ED 173 523 UD 019 635

Minority Aged: American Indians, A Bibliography.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-7p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, *Bibliographic Citations, *Older Adults

This annotated bibliography lists 22 citations. These citations include guides, bibliographies, papers, reports, books, articles and other literature dealing with topics related to older American Indians. (EB)

ED 173 524 UD 019 638

Minority Aged: Asian Americans, A Bibliography.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Contract-400-77-0071
Note-7p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, *Bibliographic Citations, *Older Adults

This annotated bibliography lists various guides, bibliographies, papers, reports, books, articles, and other literature dealing with topics related to older Asian Americans. (EB)

ED 173 525 UD 019 663

Soberano, Rawlein

The Vietnamese of New Orleans: Problems of America's Newest Immigrants.

Pub Date-78

Note-11p.; For a related document, see UD 019 619; Not available in hard copy due to author's restriction; Document may be marginally legible due to print quality of the original

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Black Attitudes, *Community Problems, Employment Opportunities, Housing Opportunities, *Immigrants, *Indochinese, *Land Settlement, Public Opinion, Race Relations, *Refugees

Identifiers-*Louisiana

New Orleans ranks as the city with the largest Vietnamese community in the nation. With their growing number, problems with the Plaquemines Parish community as well as with some black organizations have developed, particularly in the areas of employment and housing. Several individuals have argued that local businesses hired large numbers of Vietnamese for jobs that were previously held by blacks and that Vietnamese refugees were placed in Federally subsidized housing while New Orleanians were already on waiting lists for such housing. Despite numerous efforts by the mass media, several organization and various individuals to relieve the tension, the controversy over the Vietnamese refugees and their resettlement continues. Prospects for a solution to the problem look dim. Projections show that more Vietnamese will be coming to the United States and, because of various factors, Louisiana will attract a sizeable portion of these new immigrants. (Author/EB)

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